GUIDANCE SERVICES IN SCHOOLS

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Clifford P. Froehlich, PROFESSOR OF EDUCATION
UNIVERSITY OF CALIFORNIA, BERKELEY

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To

Winifred and Petra

PREFACE

This book replaces an earlier one, *Guidance Services in Smaller Schools,* which I wrote out of a conviction that smaller schools needlessly neglected guidance services. Scant attention had been given to these schools in the guidance literature. Most of the then popular guidance textbooks drew illustrative material only from larger schools in urban areas. Since the earlier book was written, however, there has been a phenomenal growth in the number of smaller schools providing organized guidance services. Without detailing here the factors which caused this growth, note can be taken that now it is neither necessary nor meaningful to protest the lack of guidance services in smaller schools as a group. In every state one can find such schools with adequate guidance programs. The size barrier has been broken!

At the present time the meaningful task to which this volume is dedicated is the improvement of guidance services in all schools—large or small, rural or urban, secondary or elementary. Extensive revision was necessary to reorient the text to this larger task. Much new illustrative material has been incorporated. In addition to a chapter highlighting the developments in elementary schools, reference is now made throughout to both elementary and secondary schools.

Since the earlier volume was prepared, I have left my position in the U.S. Office of Education to become a university professor. I recognize that students have contributed much to my thinking, and I acknowledge my debt to them. In order to make this book more useful to future students, I selected additional readings to supplement each chapter. Throughout the text, "Thinking It Through" sections have been inserted as thought provokers for the reader. I hope that these sections will stimulate students to pause and reflect on the concepts presented.

The illustrative material in this book was drawn from several file drawers full of descriptions of guidance practices, forms, handbooks, and so forth, which were furnished by hundreds of friendly and helpful educators. A few of them are named in the "Sources of Information" at the end of each chapter. To these and all others who assisted in the collection of the material I am deeply indebted. Deserving of special mention are

the state supervisors of guidance services who nominated the guidance workers with whom I corresponded.

I express my appreciation to my friend and former colleague, Dr. Frank L. Sievers, Chief, Guidance and Student Personnel Section, U.S. Office of Education, for his generous cooperation and collaboration on the chapter on guidance services in elementary schools.

A tremenduous contribution was made by my wife, who handled the massive correspondence, prepared the manuscript, and promoted a home environment never lacking in encouragement.

Clifford P. Froehlich

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1 A POINT OF VIEW

EVERY PERSON SHOULD HAVE ACCESS to an appropriate educational program. In our democracy the opportunity to get the kind of education he needs is the birthright of each child. To provide less is to deny equality of opportunity for our youth. Whether the child lives in the city or on the farm, or attends a large or small school, should not affect his chances of securing an education consonant with his needs, talents, and interests.

What kind of education should all youth have? This question has so many ramifications that a whole book could easily be written in an attempt to answer it. The essential elements have, however, been succinctly stated by the Implementation Commission of the National Association of Secondary-School Principals. They list the following as the *imperative needs of youth:*[1]

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

These imperative needs can be thought of as objectives for American education in general. But their true meaning comes to light only when they are translated into specific tasks for the educator and the child—and herein lies the challenge. How can the present mass educational program be so organized that each child has an opportunity to satisfy his needs? Although there is no completely satisfactory answer to this question, a realistic one can be found by examining the programs of schools which adjust their activities to the pupil and aid him in his adjustment to the school. These adjustments require modification of procedures both in and out of the classroom. This book is concerned with a constellation of primarily nonclassroom procedures known as the guidance program, a part of the over-all pupil personnel program, which is designed to help individual pupils meet their needs.

PUPIL PERSONNEL SERVICES DEFINED

Pupil personnel services have been called the noninstructional, the nonadministrative functions of the school. Under such a definition, classroom teaching is not a personnel service. Likewise, the principal's work with the school bus schedules or building maintenance is not pupil personnel work. This definition has some value in setting outside boundaries, but a negative definition is not really helpful. Something more positive is needed.

Warters, who bases her definition upon a review of the literature regarding the nature of personnel work, stated:[2]

Personnel work contributes to a student's optimum development by helping him as follows:

1. To become . . . properly oriented to himself and to life.
2. To become well adjusted.

3. To secure knowledge, skills, and understanding needed to set good objectives and plan wisely.
4. To solve his problems.

A group of representative leaders in several disciplines, in a conference sponsored by the U.S. Office of Education, prepared the following statement regarding the nature of personnel services:[3]

> Pupil personnel services, together with other school services, help the school achieve its educational objectives by providing a coordinated program of services designed to make it possible for each student to gain the optimum growth and development from his experiences. They aid in, but show differentiated characteristics from, educational processes whose chief purpose is mastering of subject matter or skills. Since there is close relationship between knowledge about the child and his learning, there is need for assisting teachers, parents, and others to understand the individuality of each child. Pupil personnel services, therefore, include the coordinated efforts of all those persons within the school and community whose primary functions are to assist pupils in becoming self-directive and socially minded individuals.

In these definitions two outstanding characteristics of pupil personnel work are pointed out: (1) Personnel work is a unique or distinct function of the school. It differs from instruction and from administration per se. (2) Personnel work is primarily oriented to the development of individual pupils. It is important to recognize that the chief target of personnel work is the development of the pupil. It is the pupil who determines the nature of the services. If he is in need of assistance in making a vocational choice, that is the kind of service the pupil personnel program provides. If he needs assistance in making better health adjustment, or in making future educational plans, then these are the types of services the pupil personnel program provides. Because the program is concerned with development, it must serve all pupils. It is concerned with remedial activities only because they alleviate factors which interfere with optimum development. But a personnel program does more than concern itself with problems. It assists the talented or the well-adjusted youth as well as the perplexed, the dull, or the problem children who desire optimum development in the challenge of meeting their imperative needs.

THINKING IT THROUGH

Throughout this book, the author will suggest, under the rubric "Thinking It Through," questions or experiences which he believes will make the textual material more meaningful. As he does with his students, he encourages the reader to use the text as food for thought,

as a beginning place for thinking through guidance concepts and practices.

Review the list of imperative needs, and ask yourself how satisfied you are with your development in each of the ten areas. Do not be surprised if you find you are dissatisfied in many ways. How did your school help you meet your needs? In what ways could it have done more?

Do you think the schools of today would better meet your needs? In what ways would they succeed or fail in doing so?

TERMINOLOGY IN PERSONNEL WORK

Like other specialties, pupil personnel work has its specialized vocabulary which one must learn if he is to understand the nature of personnel work. Two major terms, which have been used throughout the years, have caused a great deal of confusion. In the titles of the books cited in the supplementary readings at the end of each chapter in this book, the terms *guidance* and *personnel* are used.

Let us look at the historical origin of these two terms. The term "guidance" had its origin in the "vocational guidance" movement, and it was first used in a printed document by Frank Parsons in 1908. The term vocational guidance appropriately described the narrow range of activities carried on by some early guidance workers. They conceived of guidance as helping some persons find jobs and assisting others to gain advantage in their economic situation by finding better jobs. The whole orientation was in terms of the world of work. But even these early vocational workers soon recognized that it was necessary to deal with other kinds of problems in addition to vocational ones. They became aware that many persons sought vocational counseling when, in reality, their vocational problems were minor compared with their other problems. A man, for example, would come to a counselor and say he would like to change his job, that he was unhappy and would like to find some job where he could spend most of his time traveling. The real reason might have been that he wanted to travel so that he would not have to stay at home with his wife. There is no disgrace attached to changing jobs, but our society frowns on the man who says he cannot get along with his wife. In this case, the counselor was required to help the man make a marital adjustment rather than solve a vocational problem.

The early vocational counselors soon realized they were not dealing with a segmented individual, that they could not counsel one part and pay no attention to the rest of the counselee. They realized that it was necessary to counsel with the whole person—with a person's hopes and prejudices, his aims and ambitions, with vocational and personal

problems. Hence, it became clear that counselors must broaden their activities; so they began to drop the term vocational and to speak of themselves not as doing vocational guidance work, but rather as doing guidance work. A few did not drop the term vocational guidance, but took another approach. They identified the specific kinds of problems their counselees had. They spoke, for example, of educational guidance. Many counselee problems, they said, were really a matter of education, of selective training. Before long, problems other than vocational and educational were recognized. When these new kinds of problems were recognized, it was necessary to introduce a new kind of guidance. It became ludicrous by the late 1920s; the terms multiplied until there were almost 57 varieties of guidance—ethical, adult, moral, marital, ad infinitum.

The term guidance is now most frequently used to describe a variety of services which have the common objective of helping pupils become increasingly self-guided in the maximum utilization of their talents and opportunities. In Chapter 2 we shall consider the services which together comprise a guidance program and, in succeeding chapters we shall examine each of the services in detail.

"Personnel" is a term that appears to have been borrowed by education from industry. In an industrial setting, the term has long been used to cover the administrative activities which relate to the management of workers. After the term "personnel work" was introduced into industry, there were many developments which changed its original emphasis on recruiting workers, avoiding trouble with unions, and so forth, to one based on a new concept of labor relations—workers are human. They are not interchangeable units—like wheels or cogs—and management cannot interchange them and expect the same performance. Personnel work today is concerned with making maximum use of individual potentialities in the industrial setting.

An oft-quoted old experiment conducted at the Western Electric Company is cited here because it illustrates the nature of research which furthered the growth and changed the emphasis of personnel work in industry. A group of girl assemblers were used as subjects. The problem was to discover the physical conditions which increased their efficiency. Better lighting was provided for the girls with the idea that if they could see better, they would be able to do a faster job. Production increased. Short rest periods were also introduced in an effort to increase production even more. Again production increased. Longer rest periods were allowed, and again the production went up. All changes seemed to result in increased production. Then the experimenters reduced the amount of light, and the rate of production continued to go up. They decreased the rest periods; production still went up. What was the expla-

nation? The rate of production went up because for the first time the workers had been recognized by management as individuals. They were persons to whom some attention had been paid, and this attention was repaid to management by increasing production. This and other experiments were succinctly discussed in *The Human Problems of an Industrial Civilization*, by Elton Mayo, published by the Harvard University Graduate School of Business Administration, 1933. The term personnel work came to have a new meaning because of the surge of management's interest in the individual. The change in emphasis is still one of the most thrilling episodes in the history of industrial relations.

When the term personnel work began to achieve status and new purpose in industry, school people began to consider it appropriate to their own use. It was a logical transition for the educators to use the term "pupil personnel" to identify the activities of school administration that dealt with the management of pupils. Indeed, the early use of the term pupil personnel was restricted to child accounting and attendance activities—procedures which, when narrowly conceived, include only such administrative functions as taking the school census, keeping attendance records, and apprehending truants. Pupil personnel work started out with those functions the major purpose of which was to manage the pupil, to keep him in line. Originally, its emphasis was very much like that of personnel work in industry. But it, too, evolved as the personnel workers in schools learned more successful ways of facilitating the development of pupils.

As the years went by some school personnel workers began to change their jobs; they began to take a broader view of their work. For example, some readers of this book will remember from their school days the truant officer, a person too often known as the "hooky cop." The old hooky cop concept of the attendance worker has all but disappeared from the American educational scene. Truancy is now regarded as a symptom—a manifestation of an adjustment problem which may require more than coercion for its solution. The modern approach is to find out the real reason why the pupil stays out of school. Hence, present-day attendance workers employ techniques of social work and psychology as they attempt to discover and treat the causes of truancy, rather than just the symptom. Current training for attendance workers gives them a broad view of their job. They are no longer just the strong arm of the school administration. They are, in fact, personnel workers concerned more with the welfare of each pupil than with forcing school attendance by threat or legal action.

Another type of pupil personnel worker also illustrates the growth of the pupil personnel concept. The school nurse at one time was thought

of as being concerned almost entirely with an administrative phase of the school. The nurse's job was primarily to exclude all children who had contagious diseases. Hence, when a child had been absent and returned to school, he went first to the nurse's office so that she could see whether his pink eye were gone or his mumps had disappeared. The aim was to keep children with any signs of contagious diseases out of school, the attitude being, "We don't want to get an epidemic going in our school!" The nurse was called upon to perform another service for administration because the school recognized its legal liabilities when incorrect care was given in case of an accident. It was considered good administrative policy to have a nurse on hand to render first aid. Such a view of the school nurse's function is now considered archaic. The nurse, like other personnel workers, is concerned with the welfare of the individual pupil. Although she still performs the functions which aid the school's administration, her job has been broadened to include such duties as home visitations, physical inspections which might reveal correctable conditions, counseling with pupils about health problems, and follow-up on health examinations in an effort to secure pupil and parent cooperation in carrying out physicians' recommendations.

Personnel workers in schools have developed broader concepts of their jobs. They strive to provide those services, commonly called pupil personnel services, which help pupils to make maximum adjustment in school and to life.

So far in this chapter we have seen how both guidance workers and personnel workers have broadened the scope of their activities. Inevitably, this led to some overlap in functions and to confusion in terminology. Some writers have even used the terms guidance and pupil personnel interchangeably. The author proposes that personnel be used to describe the over-all program. At the college level, common practice is to designate it as "student personnel." This term is sometimes also applied to programs at the secondary level. A more commonly used term is, however, "pupil personnel," which is employed also at the elementary level. "Guidance service" will be used in this book to designate one of the three major categories of the over-all personnel program.

THREE MAJOR CATEGORIES OF PERSONNEL SERVICES

There are three major categories of personel services. The first category is *child accounting and regulatory services.* Examples of these services are those that are concerned with admission and registration of pupils, the school census, attendance, work permits, truancy, and discipline and pupil conduct. This category includes those services which

came into the school as a direct aid to administration; their original aim was the extending of the function of the principal, and they dealt with the management or the control of pupils.

The second major category includes the services provided by members of noneducational professions in our schools. These services are usually grouped together and called *clinical services*. Teachers, school administrators, and counselors are members of the education profession, and if you ask one of them what his profession is, he will say, "I am an educator," or "I am a teacher." These persons are members of the National Education Association and members of state and local teachers' associations. Their primary allegiance is to education as a profession. In contrast, certain members of the school staff, although they are committed to the broad processes of education, have their primary professional allegiances in other areas. Take the school physician, for example. If you ask him what his profession is, he will say, "Medicine." Other examples of noneducational professions in schools are the school psychologists, social workers, nurses, and psychiatrists. These persons have an important function in the schools. They may be thought of as persons who assist educators in providing an effective educational program.

The third major category embraces *guidance services*. One easy way of indicating the scope of guidance services is to say that they include all noninstructional services that are not included in the two previously discussed categories. It is worthwhile, however, to try to indicate specifically what guidance services are. Guidance services may be defined as those services which are designed to help the school adjust to the pupil, and to help the pupil to make adjustments to the school and to life. Note the peculiar twist that is given to the first part of the statement, which says that the services are designed to help the school adjust to the pupil. They are facilitating services which try to help the school do a better job of meeting individual pupil needs. They also help the pupil to meet better the demands of the school, his peer groups, members of his family, and other adults.

The principal objective of guidance services is to provide counseling. If counseling is to be effective, it requires supporting services. Many counselees need information about their strengths and weaknesses if they are to understand themselves. Hence, their counselors use tests and other appraisal devices. Pupils also need information on which to base decisions. Hence, guidance workers employ career conferences and other techniques for disseminating occupational and educational information. Pupils need help in taking action on the decisions they make during counseling. Hence, placement services are a part of the guidance program.

A second major objective is to make data available to the school

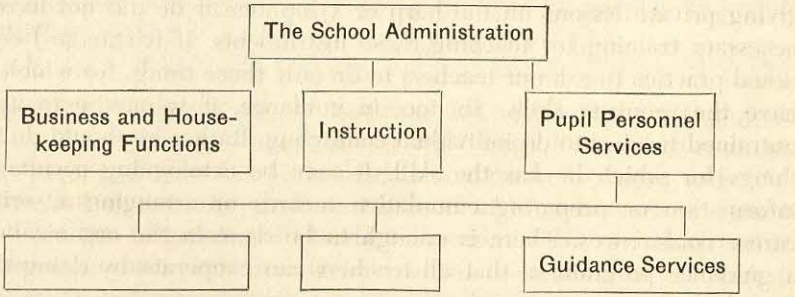
administration. These data are the by-products of the process of carrying on the guidance program. Suppose, for example, that the counselor finds that 10 per cent of the pupils in the school in which he works feel insecure because they lack the necessary social skills for getting along in a group situation. This fact should be made known to the school administration so that plans can be made to help these pupils acquire the social skills they need. The counselor works with the individual pupil, but just as important, the information he gains from his work he shares with those staff members who can do their jobs better if they have it.

A third objective of the guidance program is to assist members of the school staff in their work with pupils. Counselors can, without violating confidences, frequently help teachers understand a pupil's behavior by providing information not available elsewhere. Or, because they have specialized skills in the interpretation of human behavior, they are able to help plan measures which will increase the likelihood of successful pupil adjustment in the classroom. At times, they may assist teachers by accepting as referrals those pupils with whom teachers have neither the time nor the skills to work. The guidance program has a clear responsibility for assisting members of the school staff.

The accomplishment of these three major objectives of the guidance program is the concern of this book. Succeeding chapters will discuss them in both theoretical and practical terms.

THINKING IT THROUGH

The following chart diagrams certain of the services to be found in a modern school. Can you fill in the blanks?



1. Attendance	1. School psychology	1. _____
2. School census	2. Nursing service	2. _____
3. Etc.	3. Social work	3. _____
	4. Etc.	

How are these services related to each other? What objectives do they have in common?

BASIC ASSUMPTIONS OF THIS BOOK

The author has been guided by four basic assumptions in the preparation of this book. These, in fact, summarize the essentials in his point of view regarding school guidance services. Upon these assumptions, the original outline of the book was prepared and the material gathered.

1. *An effective guidance program is possible in all schools.* Throughout the country for the past ten years ever-increasing numbers of schools have proved this assumption. In this book no technique will be discussed which has not been shown in actual practice to be useful and effective in at least one school.

2. *Guidance services cannot be superimposed upon a school but must become through a process of gradual growth an integral part of the school's program.* No one would buy a new furnace and expect it to heat the school building unless it were connected to the radiators. No one can go into the open market and buy a guidance program and expect it to work without connecting it to the school's program. It is true that it is possible to buy things which aid in the construcion of an effective guidance program, but regardless of the amount of money spent, the guidance program is doomed to failure unless it is the result of a gradual growth in the mission of the school and a broadening of the point of view of those charged with administering the school's instructional program.

3. *When establishing a guidance program the range of services should be limited to functions which can be performed adequately by the available personnel.* We would not ask a music teacher to begin giving private lessons on the harp or xylophone if he did not have the necessary training for teaching those instruments. It is standard educational practice to ask our teachers to do only those things for which they have the requisite skills. So, too, in guidance, it is unwise to ask an untrained teacher to do individual counseling. Rather he should do those things for which he has the skill. It may be cataloguing occupational information or preparing cumulative records or arranging a series of career conferences. There is enough to be done in the organization of a guidance program so that all teachers can cooperate by doing things for which they are prepared.

4. *The development of the program is dependent upon the speed with which the staff acquires skill in handling additional tools.* Beware of the guidance program that blooms into full flower without adequate roots of training and study. The concept that guidance work can be done by anyone is just as false as the concept that it is limited to guidance experts. Guidance work can be done by those who train themselves, but

only after they have acquired basic knowledge should they proceed into the field of individual counseling.

If, then, we accept these basic assumptions, the scope as well as the purpose of this text can be summarized briefly. It is written for teachers, counselors, and administrators who must help each child meet his imperative needs. Its purpose is to summarize the acceptable techniques of guidance and to discuss their application in an educational setting.

SUMMARY

This chapter has pointed out that youth in America have a birthright to the kind of educational program which will enable them to develop fully. The personnel program in a school is composed of a set of services which have a common objective of helping each pupil attain maximum use of his talents and opportunities for development.

The personnel program has three major categories of services—child accounting and regulatory, clinical, and guidance. This book is concerned with guidance services. It assumes that all schools can provide some of the services which will be described in the next chapter.

SELECTED READINGS

Ohlsen, M. M., *Guidance: An Introduction,* Harcourt, Brace, 1955.

Chapter 2 discusses the basic needs of children and suggests ways in which teachers can help.

How do the needs discussed by Ohlsen compare with the imperative needs listed in this chapter?

Why does Ohlsen stress the fact that a teacher must examine his feelings when he works with a child?

Smith, G. E., *Principles and Practices of the Guidance Program,* Macmillan, 1951.

If you are interested in getting a brief historical orientation to the guidance movement, Chapter 2 is recommended. The National Vocational Guidance Association has, since the publication of Smith's book, merged with other associations to form the American Personnel and Guidance Association. It publishes the *Personnel and Guidance Journal,* a useful source of current guidance information.

What are the major milestones of guidance history?

Warters, J., *High School Personnel Work Today,* McGraw-Hill, 1956.

In Chapter 1 the author describes the societal factors which contribute to the problem of youth. In her second chapter she discusses the role of the school personnel program in helping youth cope with the problems. She then presents "A Personnel Point of View."

How does her point of view differ from that presented in this chapter?

Chapters 3 and 4 describe several professional fields which have made significant contributions to personnel work. Can you classify these as educational versus noneducational professions?

What are the major contributions of each?

SOURCES OF INFORMATION

1. *Planning for American Youth,* National Association of Secondary-School Principals, Washington, 1944, p. 43.
2. Warters, J., *High School Personnel Work Today,* McGraw-Hill Book Company, Inc., New York, 1956, pp. 40–41.
3. *Pupil Personnel Services in Elementary and Secondary Schools,* U.S. Office of Education, Circular 325, Washington, 1951, p. 4.

2 BASIC SERVICES OF A GUIDANCE PROGRAM

THE POINT OF VIEW was presented in the first chapter that all youth are entitled to an appropriate education. It was stated that personnel services, and guidance services in particular, were introduced into educational institutions to facilitate adjustments required of schools and pupils. This chapter will present a bird's-eye view of guidance services in order to show how they accomplish the three guidance objectives stated previously. This discussion can serve another purpose. Few schools provide all the necessary services. A review of them will highlight standards for judging the completeness of guidance services provided. Before considering the services, two points need to be understood.

First, a description of a guidance program is more than a definition of the counselor's duties. His duties are only a part of the guidance program. True, he is the chief guidance worker, but teachers, principals, and other staff members have guidance duties. The pupils themselves have guidance duties in a democratically administered school. All school members benefit from the guidance program, and in many ways they contribute to it.

Second, we must recognize that many guidance services are now available in schools. Some may not be considered a part of the guidance program; others are made available only on a hit-or-miss basis. The principal reason for organizing them is to make them available for all youth at the time they are needed, because all pupils "solve" their problems in some manner or other. Research in the field of mental health indicates that many neurotic symptoms are caused by nothing more than poor solutions to problems. If pupils do not have access to an organized program, whether or not they find adequate solutions is an open question because the school does not have enough information to know. In some

schools that claim to have a guidance program, pupils may not get the help they need because rigid limitations are placed on the kinds of problems considered or pupils served. Educators have been extremely tolerant of the shortcomings of these partially organized programs. In contrast, they would not tolerate a cafeteria that served only sweets, or a custodial force that dusted only the desks used by seniors. Yet many schools have been satisfied with a guidance program dealing only with vocational problems. Others have condoned guidance programs that were just mop-up programs—the only pupils served were the disciplinary cases or the emotional wrecks. An adequate program makes definite provision for the organization and coordination of all essential guidance services in the school. It offers to serve all pupils as they seek to develop themselves fully. Its emphasis is upon the constructive utilization of all talents and opportunities. Let us examine the five major categories of guidance services. Although these categories are not independent of each other, it is convenient to consider them separately.

SERVICES TO PUPILS IN GROUPS

Guidance services to pupils in groups are not identical with usual classroom instruction. Some guidance workers view all group activities as instruction. From such a standpoint they reject them as part of the guidance program. Be that as it may, group activities are the most efficient means of providing certain services necessary for the effective operation of the guidance program. If the instructional program does not provide these complementary group services, then the guidance program, in order to be fully effective, must do so.

In every school we must provide for the processes of *orientation* and *articulation.* Articulation is concerned with the relationships which exist between the sending and receiving schools. The saying "guidance is a continuous process" is so well known that it has become a disregarded cliché Nevertheless, some schools do take the thought seriously and organize for articulation with sending schools. Sometimes teachers go to the feeder schools and teach for a day or two. In these schools they try to explain the subject matter and interests with which their classes are concerned. Junior high school pupils may hold an open house for pupils from elementary schools. In other schools the counselor goes to the sending school in the spring for the purpose of helping with registration for the following year. Of course, all good articulation programs provide for the cumulative record to follow the pupil from school to school. It is desirable to provide for articulation in postschool situations also. Some high schools, for example, provide for a college day, when college representatives are invited to the school. The employment ser-

vice may come in and register all seniors and others who are interested in employment. One purpose of articulation services is to provide a continuous flow of information about pupils. Another is to bridge the emotional gap for the pupil, so that he has some knowledge about his next step. Thus he has some opportunity to dispel at least a part of his fear about a strange situation.

Every school should help new pupils get started. There is more to this than helping the pupil decide which subjects to take. As Barbara Wright writes:[1]

> Whether pupils are entering a consolidated high school from small rural schools, transferring to a senior high school from a nearby junior high school, or entering high school from elementary schools in the same community, it is a tremendously important, and often a terrifying experience. They are likely to feel strange and quite lost in their new surroundings. They are unacquainted with the routines and rules of the school; the building itself is new; the teachers are strangers; and moving from class to class is a new experience. They are not acquainted with the extra-curricular activities and the traditions of the school. Often they find themselves assigned to groups in which they have no friends. To know how these freshmen must feel, a teacher might well recall his feelings on his first day as teacher in a new school, or his first few days in summer school.

The guidance program assists the new pupils by providing a service of orientation. Orientation may be provided through the home room, if the home room is more than merely an administrative device in which roll is taken and announcements are read. Home rooms of value in the orientation process are those in which the pupils have an opportunity to participate and get help with what they consider important. Tours of the school, student handbooks, and assemblies are other devices used to orient new pupils. Whatever the means, the purpose is to help each pupil understand and feel at home in the new school. A successful orientation program prevents maladjustment by providing help with minor problems before they become major ones.

A third service to pupils in groups is frequently called *group guidance.* There is neither a commonly accepted definition of group guidance nor an acceptance of the term itself. To avoid some of the semantic difficulties, the phrase "group procedures of the guidance program" is proposed. This phrase encompasses the activities of the guidance program in providing organized group services to help pupils acquire needed experiences for intelligent personal planning. Examples of such activities are short courses and conferences on occupations, and career nights when persons from many occupational pursuits are invited to meet with small groups of pupils. Or group conferences might be held

to discuss etiquette, a problem that is very real with teen-agers. Group procedures are frequently used to assist pupils in improving their study habits and techniques. Recently there has been increased interest in group meetings around the theme Understanding Myself. Whether these and similar activities are sponsored by the instructional or the guidance staff is a question that each school must decide. The important point is that they are essential services which, if the guidance program is to be successful, must be available to all pupils.

THINKING IT THROUGH

When a new pupil enters a school during the term, it is not uncommon for the principal or the counselor to have an interview with him in which the offerings of the new school and its regulations are explained. The new pupil is then introduced to an experienced pupil who serves as his guide for a day and helps him to become acquainted with the school, the teachers, and other pupils.

What are the objectives of this kind of individualized orientation service?

Do the objectives differ from those of the group orientation service held in the fall, when as many as several hundred new pupils may arrive in a single day?

It was stated that "group activities are the most efficient means of providing certain services necessary for the effective operation of the guidance program." How does this idea relate to the previous question?

SERVICES TO PUPILS AS INDIVIDUALS

Counseling is the most important service offered to individual pupils. In a later chapter we shall consider the nature of the counseling process. At this point it may be well to introduce a definition of it. Counseling provides a relationship in which the individual is stimulated (1) to evaluate himself and his opportunities, (2) to choose a feasible course of action, (3) to accept responsibility for his choice, and (4) to initiate a course of action in line with his choice. To avoid confusion, the use of certain terms may be examined. *Counseling* is properly subsumed under the heading of the guidance program because it is only one of the functions of the total program. The use of the phrase "counseling and guidance" is objectionable because it is like saying "the part and the whole." Counseling should also be distinguished from interviewing. It is possible to conduct an interview, for example, a fact-finding interview, and not do any counseling. The two terms are not synonymous. There is more to counseling than just interviewing.

Counseling requires a number of complementary services. Frequently, counselees need help in evaluating themselves. They want to discover their strengths and weaknesses. This process requires that they have a variety of information about themselves. The information is supplied through the service of *analysis of the individual,* which complements counseling. It includes such techniques as testing, anecdotal records, personal-data blanks, and all the rest of the techniques we have for discovering aptitudes, interests, or attitudes. Most of the information should be part of the cumulative record—a storehouse of information about individual pupils.

Other counselees need to discover the opportunities which are available to them. This fact justifies a guidance service which provides environmental information. Where can I get help on my hobby? What chances are there in nearby towns for barbers? What is the outlook for boys who take the printing course at the state vocational school? How can a person get the training needed to service television sets? Such information is essential if the pupil is to evaluate his opportunities. Collection of much of this environmental information falls into an area called research, which we shall discuss later. However, making the information available to pupils is an essential service complementary to counseling.

In many schools this service is limited to a collection of college catalogues. Some pupils need information about apprentice training. Others need information about trades and occupations which require little formal training. And still others need to know about the co-curricular activities of the school or the opportunities for self-realization provided by the community. In other words, this business of identifying opportunities is broad in scope. It provides a real job for the guidance program. These environmental information services are fundamental to counseling.

Placement services are frequently considered part of the guidance program. Most authorities agree that the pupil has responsibility for initiating his own course of action, but schools frequently fail to give needed help in carrying out a counseling decision. A pupil is almost always provided with a transcript of his high school record if he wants to go on to college. We are somewhat negligent when he wants information to take to the employment service. Usually all he has is his diploma. Helping pupils to take their next step includes more than just placing them in a job. It includes placing them in the next training institution, whether they leave by the platform when they graduate, or whether they leave by the back door when they drop out. *Counseling, individual analysis, environmental information,* and *placement* are services to pupils as individuals.

THINKING IT THROUGH

George is an eighth-grade pupil who said to his widowed mother, "I'll certainly be glad when June comes and I finish school forever. . . . I'm going to get a job as a truck driver. . . . Oh, the other kids can go to high school if they want, but that's not for me. . . . I want a job!"

If you were to counsel with George, how could you help him utilize the individual analysis, environmental information, and placement services of the school? What kind of information or help could be expected from each service by George? by you, his counselor? How would these services complement your counseling activities?

SERVICES TO THE INSTRUCTIONAL STAFF

The third set of guidance services is provided for the instructional staff of the school. The guidance program should facilitate the work of the instructional staff in at least three ways.

It should assist teachers in their attempts to understand pupils. Because the guidance program has collected much information about pupils, and because it has attracted to its ranks those who can identify the causes of pupil behavior, it stands in a unique position to assist teachers in doing a better job of understanding their pupils. Every guidance program should provide at least one person to whom teachers can go for help when they want to understand John, Mary, or Joe.

Another service it should provide to instruction is the more formalized in-service training activities. This in-service training will help teachers improve their skills in analyzing, understanding, and doing something about pupil behavior. We often read that "Every teacher is a counselor." It is a trite thought, and has little basis in fact. Every teacher, it is true, does some counseling. It would be desirable if every teacher were trained as a counselor. But let us be realistic about it. Not every teacher is trained as a counselor, nor do all teachers want to counsel. For those teachers who want it, the guidance program should provide in-service training to help them up-grade their counseling skills.

Because all teachers do not have the time, qualifications, or desire to counsel, the guidance program must provide a counselor to whom teachers may refer pupils. There must be a place in the school where teachers can send pupils they cannot understand, or pupils whose individual problems they do not have time to work through. If teachers referred those pupils who were most in need of guidance services, and of counseling service specifically, the guidance program could be more effective. No school in the country has enough counselors. They all have case loads that are too heavy. If every teacher were trained to select

those pupils most in need of counseling, counselors could make optimum use of their time.

Teachers also have a responsibility for contributing to, as well as utilizing, the guidance services in the school. They can contribute anecdotes for the cumulative record. They are in an excellent position to observe pupil behavior. They might assist in many of the parent or pupil conferences. They can be of real assistance in conferences with counselors concerning pupils. Home visits enable them to make still another contribution. Some may object that participation in the guidance program is adding more to a teacher's job and that he has enough to do as it is. In the long run, teacher participation in the guidance program will ease his load rather than make it heavier. Wise choices by pupils will enable them to pursue studies that will be useful and in which they are interested. Certainly, well-adjusted pupils in the classroom should make teaching easier. The guidance program, in turn, has the responsibility of developing teacher skills necessary for effective participation; it can help teachers help themselves. With the teachers' cooperation, the guidance program can be more intensive and undergird the entire program of the school.

SERVICES TO ADMINISTRATION

The guidance program can assist those who have responsibility for the administration of the school. The emphasis in recent years upon democratic administration has reduced neither the authority nor the responsibility of the school administrator. It has, however, emphasized his leadership role. Operating a school is a cooperative venture, with administration playing its part, the instructional staff doing its share, and the guidance program rendering those services for which it is uniquely qualified.

The guidance program can render a service to administration as it plans the curricular development of the school. No other school program has as many data regarding each individual pupil. The guidance program identifies the needs and requirements of each of the pupils. Their problems are not all personal nor all unique. Some can be met only through counseling, but others can be met by the instructional services of the school. The guidance program has a responsibility for summarizing its findings and presenting those findings to the administrative staff for consideration as the curriculum of the school is built.

Here is a quotation which points up the relationship of facts about pupils to the curriculum. It is taken from a report of a visit to Hawaii by the late Harry A. Jager, then Chief, Occupational Information and Guidance Service, U.S. Office of Education:[2]

The counselor and the English teachers are examining the results of the entering tenth graders achievement test in English. Ten percent of the pupils have made better scores than the average graduate of the school. Shall they enter tenth-grade English, even if it has several levels of achievement? Or shall they be required to fill in any gaps in their learnings and then be excused from scheduled English? Or shall they be examined for talent and interest in English studies and turned loose under ungraded and selective instruction to develop their talent, each in his own direction? Unfortunately a sobering fact also appears: Ten percent of the same group have less achievement than sixth graders, and probably always will have. What about that tenth-grade English, even on the C level? For many of these youngsters, such a class might as well be given in Greek, for all they would learn or benefit.

In one school we were told, and with some pride, that 50 graduates entered college each year. For this objective was required at least a year of algebra and geometry. But in these classes the school consistently enrolled not 50, but 250 pupils. Were these classes suited in content, method, and achievement expectation to the other 200? The guidance program can give the facts, which should lead to some thoughtful faculty work on the relationship of college preparatory subjects to the needs of the children. In the long run, the curriculum must respond.

This doctrine neglects no talented person. In fact, if college preparatory work is postponed until evidence is at hand as to who may reasonably expect to go to college, the smaller number involved will allow higher standards of achievement at two or three times the usual speed. The evidence is the business of the guidance program. If culture—music, art, architecture, drama—is desirable, it can be taught in terms within the experience and learning range of the learners. No longer will 30 pupils be put into a Latin class so that 15 may be left for the second year. And specific vocational training may be given only to those adapted to it—a practice already well under way in the Islands, because the guidance program has been specifically employed for this purpose.

And finally, the guidance program can serve the administration in providing a liaison with the community. Counselors, by the very nature of their work, must seek information about the community—the resources and opportunities for young persons in the immediate vicinity. They get this information from home visits, contact with employers, and by systematically studying the community occupational status. It is a rare service club that does not have a committee on guidance or one on youth problems. In working with these committees, the counselor has an opportunity to interpret the total program of the school. The guidance program is one of the most important lubricants for reducing the friction between school and community. This is truly a service to the administration.

RESEARCH SERVICES

The final service to be discussed is research. Those who are charged with operating the guidance program must, if they are going to do an adequate job, spend a portion of their time in research activities. One of the most common activities is the community occupational survey. Perhaps more desirable is the community survey which is concerned with a survey of information in addition to occupational opportunities.

Another research activity is follow-up, both of high school graduates and dropouts. It has at least three purposes.

It gives us an opportunity to evaluate the activities of the school, particularly to judge the curriculum of the school. To quote again from the article by Jager:[2]

> Or let us examine certain sections of a follow-up study. From a certain commercial class 100 have been graduated, but only 20 have secured positions in the work trained for. The results are fairly consistent for years. They will be for years to come. The problem is twofold—how to stop teaching 80 seniors annually these useless skills; how to replace this course with something useful for the 80. From the guidance program come the facts. From the principal and staff must come the action, which, of course, is a modification of curriculum.

Another use of the follow-up survey is to evaluate the guidance program itself. We need to find the answer to such questions as: "Do the decisions made during counseling work out?" "Are the persons who were counseled showing better adjustment than those who were not?" "Did the guidance program serve all pupils?" Techniques for evaluating guidance programs are not well developed at present. Many are too concerned with counting the presence or absence of certain services. The follow-up survey appears to hold promise for evaluating the guidance program in terms of its effect on the future lives of youth.

The follow-up service can identify those former pupils in need of further assistance from the school. The school should stand behind its product just as manufacturers do. When former pupils run into trouble, the school has a responsibility for rendering further assistance.

SUMMARY

The basic elements of a guidance program are, in reality, the types of services which it provides. These are services to pupils in groups, services to pupils as individuals, services to the instructional staff, ser-

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vices to the administration, and research activities. Viewed in this light, the guidance program has heavy responsibilities. The responsibilities are not primarily for the operation of the guidance program as a unique and separate part of the school's program, but rather as an integral part of it. The task of the guidance program is to facilitate the adjustment of the school to the pupil and the adjustment of the pupil to the school and to life.

THINKING IT THROUGH

The contents of this chapter can be cast into the following outline. Can you describe the purpose and nature of each of the services listed?

BASIC SERVICES OF A GUIDANCE PROGRAM

1. Services to pupils in groups
   a. Orientation
   b. Articulation
   c. Group guidance
2. Services to pupils as individuals
   a. Counseling
   b. Analysis of the individual
   c. Environmental information
   d. Placement
3. Services to the instructional staff
   a. Teacher referrals
   b. Teacher participation
4. Services to administration
   a. Curriculum
   b. Community liaison
5. Research services
   a. Community occupational survey
   b. Follow-up studies

SELECTED READINGS

Humphreys, J. A., and A. E. Traxler, *Guidance Services*, Science Research, 1954.

In Chapter 1, the authors list the basic guidance services at the elementary, secondary, and college level. Compare these lists of services with those described in this chapter.

Can all of them be categorized according to the outline presented above?

Mathewson, R. H., *Guidance Policy and Practice*, Harper, 1955.

Mathewson discusses guidance services from a philosophical point of view, and formulates certain principles which should underlie guidance policy.

In Chapters 11 and 12 he shows how this policy is implemented in a program of guidance services.

How do activities suggested by Mathewson differ from those outlined in this chapter?

Do you think the distinction Mathewson makes between developmental and adjustive counseling is important? Why?

Roeber, E. C., G. E. Smith, and C. E. Erickson, *Organization and Administration of Guidance Services,* McGraw-Hill, 1955.

Here is another book which, in Chapter 2, lists the basic services of a guidance program.

Are the services listed as comprehensive as those suggested in this chapter?

Do you agree with their statement concerning the relationship between the counseling service and the guidance program? Why?

SOURCES OF INFORMATION

1. Wright, B. H., *Practical Handbook for Group Guidance,* Chicago, Science Research Associates, Inc., 1948, p. 73.
2. Jager, Harry A., "The Guidance Program: A Broadening Base in the Educational Structure," *Hawaii Education Review,* April, 1948, p. 275.

3 GUIDANCE PROGRAMS IN ACTION

THE SERVICES which should be made available by every school guidance program were discussed in Chapter 2. In this chapter descriptions of actual programs will be presented. The two chapters may be thought of as presenting, in turn, the ideal and the actual.

Material included in this chapter was prepared by persons on the staff of the schools described. Hence, principles, practices, and especially terminology vary widely. These variations may make it more difficult to compare each school's program with others and with the ideal one set forth in Chapter 2. However, it should be apparent to the reader that the actual and the ideal have much in common, even if few of these programs provide all the services deemed desirable. It should be apparent also that the services so neatly separated in Chapter 2 are in reality so intertwined that they defy separation. However, even though they do overlap, their specific contributions to the total guidance program are apparent.

SEATTLE PUBLIC SCHOOLS[1]

The Seattle Public Schools, Seattle, Washington, operate a centralized pupil personnel program which is coordinated with the guidance activities of the individual elementary, junior high, and senior high school units. The centralized pupil personnel office is called the "Department of Guidance Services." (Note this variation in terminology from that in Chapter 1, where it was proposed to designate such an over-all organization as the "pupil personnel program." From the description which follows, it will be seen that the program in Seattle encompasses more than the guidance services described in Chapter 2.)

The department consists of five branches, each with its own specialized staff and functions.

The four functions of the attendance office are as follows:

1. Serves as a resource to school personnel for information relating to the school attendance law, admission of pupils, tardiness, absence, etc.

2. Interprets to parents and/or pupils school regulations relating to the attendance and conduct of pupils.

3. Excuses pupils from school attendance and grants school-leaving permits.

4. Confers with children who are suspended from school and their parents. Makes further arrangements, such as other school plans, and petitions to the juvenile court. Transfers of children referred to the department under such circumstances are arranged by the attendance office upon the approval of the assistant superintendent in charge.

In considering the work of the attendance office, it should be remembered that it is a centralized bureau which supplements the work of individual schools. The routine attendance functions are cared for by the child-accounting and regulatory services within each school's pupil personnel program. A similar relationship between the central office and the school exists for each of four other branches of the Seattle Department of Guidance Services.

A second branch of the department is the home and school visiting service. This branch, which provides service to elementary schools, aims toward the prevention and treatment of social and emotional problems which interfere with children's achieving the maximum benefit from the school experience. It tends to focus in one or more of three directions:

1. Evalution of pupils' problems and consultative assistance to school personnel, designed to assist such personnel in working with and planning for pupils (this includes obtaining further data relating to a pupil's problems).

2. Short-term case service where it is to be hoped some change in the situation can be effected through one or several conferences with the child and/or the parent within a period of approximately three months.

3. Referral service where problems are of such a nature as to suggest the need of help beyond that which can be given by building personnel and the home and school visiting service. This may involve referral to the attendance office, other school services, or community or private services.

The psychological service has two main functions, which are:

1. To assist school personnel and parents in understanding the problems of individual children by obtaining and interpreting diagnostic data. Such data are derived from evaluation of material provided before the study, results obtained from objective tests, observation of the child

during the administration of such tests, interviews with the child when appropriate, and conferences with parents to obtain additional information.

2. Provisions through such studies of a basis for recommendations to adjustment classes.

In addition to these three branches, there are two branches which provide consultative service for guidance programs and problems of individual children in junior and in senior high school, respectively. The consultants in these branches serve as the liaison persons between the department and the high school counseling staff groups. They meet regularly with the guidance personnel of each high school. They serve as resource persons for the general planning and the development of guidance programs in the high schools. They also serve as consultants in relation to individual problems of high school pupils.

THINKING IT THROUGH

The Seattle Department of Guidance Services is more or less typical of a centralized city-wide pupil personnel program. In other cities, different titles for the various branches are found. Also, functions such as medical service, speech and hearing clinics, consultants, or other special education services are subsumed under the rubric "pupil personnel." However, in all instances known to the author, these centralized bureaus complement rather than replace the pupil personnel functions of the individual schools. This is an important fact to note because it exemplifies a cardinal principle in organization: the responsibility for the day-to-day operation of the guidance program must remain within each school.

Why is it important that the responsibility remain within each school?

What responsibilities for the over-all program need to be carried by a centralized bureau? Which can be shared by the bureau and the school?

LAS VEGAS UNION HIGH SCHOOL[2]

The counseling department of the Las Vegas Union High School, Las Vegas, Nevada, is made up of four full-time counselors and one assistant principal, who devotes about four-fifths of her time to counseling. The enrollment in the school is approximately 1,850.

The counselors do all scheduling of classes in the spring. The freshman counselors go to each grammar school in town and schedule the pupils who will be in high school the next year. The grammar schools provide the counselors with results on all algebra prognosis, mental ability, English comprehension, and standardized achievement tests for better placement in high school subjects. Las Vegas attracts a transient

population, hence many new pupils appear on the scene during the summer and fall. To take care of this situation and to make other preparations for the opening of school, two of the four counselors are employed for an extra month in the summer.

Each counselor attempts to have at least two conferences per year with each pupil under his supervision. Most of the counselors take their lunch hour early so that they may be available to pupils during at least part of the noon hour.

A short summary of the testing plan is as follows: A mental ability test is given to all sophomores. An interest inventory is given to all freshmen and juniors. A majority of the juniors, and any others that counselors feel would profit from it, are given a personality inventory. Freshmen who are received without a testing record from grammar school are given a mental ability test. Through the local branch of the state employment service, many seniors take the General Aptitude Test Battery. Pupils who wish may take aptitude tests for nursing, engineering, and physical science and mechanical and spatial relation tests.

The counselors work with the instructors in the diversified occupations and distributive education in job placements, and offer information concerning jobs.

Through the assistance of the local Kiwanis Club, representatives of the various occupations and professions come once a week and talk to pupils. The pupils to hear each talk are selected according to their indicated preferences.

Through the state health department, the school has access to a psychologist for referral or consultation on cases. Twice a month the guidance staff meets with the psychologist and brings case histories and other matters for discussion. The psychologist obtains the services of a psychiatrist for the more severe cases.

One of the features of the guidance program of which the staff is especially proud is the scholarship service. At each graduation exercise about $20,000 in scholarships is distributed. Almost every service club in town has given one or more scholarships each year—Rotary, Kiwanis, Lions, Altrusa, Soroptimist, Variety Club, P.E.O., A.A.U.W., Executive Secretaries, Press Club, and Veterans Administration. There are private donations of as much as $500 per year. The school encourages and supervises seniors applying for scholarships at many of the larger universities.

THINKING IT THROUGH

Not all the services listed in Chapter 2 will be found in the Las Vegas Union High School guidance program or in the descriptions of other programs to follow in this chapter. This is to be expected, be-

cause the descriptions are not comprehensive in every detail and because few schools have all the services. You can, however, increase your appreciation of each program described if you will compare its services with those listed at the conclusion of Chapter 2. In addition, questions will be asked to help you in thinking about certain features of each program.

What are the good features of the articulation service? Do you believe that counselors should schedule pupils while they are still in grammar school?

What is the counselor-pupil ratio? If you assume that counselors spend all their time counseling, how many hours does this allow for each pupil?

The school apparently has many excellent contacts with the community and utilizes its resources. Can you suggest other ways in which the community might be used?

MOUNT PULASKI TOWNSHIP HIGH SCHOOL[3]

The guidance program in the Mount Pulaski Township High School, Mount Pulaski, Illinois, according to the principal, is based to a considerable extent upon the facts that (1) the school is small (185 to 200), (2) staff members have close personal contact with each pupil, (3) the teacher-pupil ratio is low (1:14), and (4) teachers know reasonably well the economic, social, and moral standards of the families from which the pupils come.

Each teacher is asked to render what assistance he can in the matter of guidance, which is broadly interpreted and not restricted to vocations. The home economics teacher guides her pupils in consumer buying, courtship and marriage, home living, ethics, etiquette, and other items related to her field. The industrial arts teacher serves in a similar capacity; the science teacher gives assistance to those who desire to enter colleges of engineering or work requiring training in science; the physical education department furnishes guidance in matters of health, personal hygiene and sanitation, and mental hygiene, so far as the teacher's training permits. The librarian, who has a B.S. degree in library science, has a four-drawer file containing information about vocations or occupations, guides to good reading, college entrance requirements, etc. The guidance director also has a file, the contents of which will be described later. He has had special training in guidance and is responsible for carrying out the testing procedures.

The following paragraphs are abstracted from statements prepared by four staff members of the Mount Pulaski school. These paragraphs provide an interesting elaboration of the points contained in the principal's description.

The guidance director, in addition to his regular teaching duties, is chiefly concerned with the administration and coordination of standardized tests used in the guidance program. He works in close liaison with the librarian in the choice and distribution of guidance materials, and consults with the dean of boys and dean of girls as required.

A test to evaluate the general level of intelligence of the freshmen is administered during the second month of the school year. The guidance director administers and scores these tests and records total scores on the permanent record of each pupil. These test data are always available to teachers to indicate to them a pupil's general mental capacity. The pupil's IQ as measured by this test is furnished to his parents if they request it. If a pupil inquires concerning his mark, he is told he did "well," "average," or "not as well as average."

During the middle of the sophomore year an interest inventory is given to assist in finding the latent interests of pupils, in order that the staff may better advise them regarding choice of vocation. The interest profile of each pupil is made a part of his permanent record. The guidance director schedules an individual conference with each sophomore in order to help him interpret his interest profile. The pupil is referred to the librarian for vocational materials so that he may further investigate four or five vocations of his choice.

The guidance file cabinet contains the cumulative records, tests, etc., for each currently enrolled pupil from the local elementary school, the testing materials used, and the completed tests given to the pupils in high school. After graduation these tests are destroyed; only a summary is kept.

In Mount Pulaski school there is a definite attempt to keep the guidance program flexible, personal, and up to date. Follow-up of pupils is very informal and, according to the guidance director, perhaps not so careful as it should be.

He hopes to introduce a personality inventory for juniors and a general educational achievement test battery for seniors. He believes that such a testing plan, in addition to the one already carried out by his school, would assist in the continuing guidance of pupils.

The librarian reported that the library has a collection of vocational guidance material selected to fill the needs of the individual pupils. In the collection there is material intended to help a pupil select his preferred vocation, and literature on specific occupations.

The library also has books on student life, development, and personality and their relation to finding the right job. Timely fiction, recommeded for high school level, which has a special job interest is also provided.

There is a classified file with the most recent monographs or other

treatments on specific occupations, a complete file of service material put out by the Armed Forces, and a drawer of college bulletins. A special mail service supplies twice a month a number of aids—a systematic and reliable record of college requirements, announcements of scholarships, recent studies on special vocations, and vocation posters. New material is posted at least twice a month on a vocational guidance bulletin board. All this material is made available through the library directly to the pupil, who may browse through it at will, borrow it, and use it at his convenience.

The facilities of the Illinois State Library are used as the need warrants.

The industrial arts teacher, in describing his role in the Mount Pulaski guidance program, points out that since the total enrollment in the three shop courses offered is between sixty and seventy, it is possible for the teacher to observe or study the capabilities of all these pupils. Many have courses in carpentry, metalwork, woodwork, and drawing under the same instructor. Because the school serves a farming community, the shop program provides experiences that would benefit any farm boy. But it is also recognized that a large number of pupils will not stay in the home community, so considerable time is spent in discussions on development of hobbies and special interests, with the intention of leading the pupils to browse for material on industries that fit their interests. They are encouraged to use the material available in the school library, as well as the trade material in the shop library. The industrial arts instructor tries to help the pupils develop good work habits in addition to the skills which are fundamental in any kind of industry.

The teacher recognizes that the results of these efforts are hard to measure, but states that if a small part of the material presented to the pupil is absorbed, then it represents a strong factor in the guidance program.

The home economics teacher states that homemaking education is a field which offers many opportunities for guidance. The following paragraphs describe how she capitalizes on these opportunities.

Individual conferences with all the pupils in the homemaking department are conducted several times during the school year. Each pupil is made to feel that she may have an individual conference whenever there is a problem for discussion. In these conferences many things are discussed—from how to maintain better family relations to what would be the proper attire for the next school party.

During the class periods group guidance activities are used to cover such topics as how to attain a better way of life, how to get the fullest enjoyment from life and what is expected in return, and how to conserve energy and time that may be used to better advantage. A course

in family relations gives the senior girls an opportunity to understand better and appreciate what is necessary to make a successful marriage and rear a family. The first part of the year is spent in discussing vocations, each girl spending more time on the vocation that is of most interest to her. In freshman and sophomore classes better boy-and-girl relationships, how to improve health through proper diet, how to improve personality and general appearance through good grooming and proper dress, and many other such subjects are discussed.

Two or three times each year the pupils' homes are visited by the homemaking instructor. She meets the family and becomes better acquainted with each pupil's economic and social background. Because of the small school enrollment the instructor may study each family situation and be better prepared to help guide the pupils to a more successful life.

THINKING IT THROUGH

The guidance program in Mount Pulaski is typical of the better decentralized programs to be found in smaller schools. The members of the staff in this school implied certain advantages were theirs because the school was not large. The home economics teacher, for example, stated because the enrollment was small she was able to study the families of all the pupils, and the industrial arts teacher pointed out that because he had only sixty or seventy boys he could study each of them. Could the same thing be done in a large school like, say, Las Vegas Union High School?

Can you compute the counselor-pupil ratio in Mount Pulaski from the descriptive data given? In which school do you believe that the most time per pupil is specifically set aside for guidance—Las Vegas or Mount Pulaski?

One of the strong features of the Mount Pulaski program is the active participation of the librarian in the information program. If you were the English teacher in this school, how might you cooperate with the guidance director and the librarian on the informational program?

The Mount Pulaski program is quite typical of a decentralized organizational structure. The successful use of this kind of structure in this school or any other is dependent upon close working relationships among staff members. Is this more likely to occur in smaller than in larger schools?

PALATINE TOWNSHIP HIGH SCHOOL[4]

Another township high school, also in Illinois, is located at Palatine. In contrast with Mount Pulaski, this school changed from a decentralized

structure to a centralized one. This change was made at the recommendation of a committee of three teachers appointed to study the guidance program.

The guidance program in the Palatine Township High School is organized for the purpose of assisting pupils, assisting teachers, and cooperating with the community. It is planned to cover four main areas: orientation and program planning; social development; occupational and vocational information, job placement, and follow-up; and college entrance.

The guidance staff includes the principal, who, because of the nature of his position, heads the program. Many of the responsibilities are delegated to members of the guidance committee, which is composed of five teachers, one of whom serves as chairman, and four of whom are class counselors. Each class counselor is relieved of one class daily and is assigned guidance responsibility for approximately seventy-five pupils. The duties of the members of the committee are listed below.

Chairman

1. Plans and coordinates the guidance activities of the school
2. Confers with the principal on matters of policy
3. Supervises the administration, interpretation, and recording of tests
4. Selects library books, pamphlets, and magazines for both teachers and pupils, and compiles book lists
5. Helps plan and make provision for all class guidance programs
6. Supervises the pupil records
7. Supervises the routine clerical work through the office practice class

Senior counselor

1. Supervises college admissions and makes plans for college day
2. Has charge of follow-up
3. Plans senior career day
4. Schedules at least two intervews for each senior

Junior counselor

1. Has charge of occupational and vocational guidance
2. Selects materials for occupational file
3. Checks graduation and college entrance requirements for all members of the junior class
4. Has charge of placement
5. Schedules at least two interviews for each junior and additional ones for those who need or request them

Sophomore counselor

1. Supervises the social development program
2. Schedules at least two interviews for each sophomore
3. Holds conferences with teachers of failing students

Freshman counselor

1. Directs the planning of the four-year program for each member of the freshman class
2. Schedules at least two interviews for each freshman

All these specific duties combine to make a guidance program. The nature of the services provided can be seen from the following paragraphs.

Orientation of incoming freshmen is begun while they are still in the eighth grade. Tests are administered and a spring registration is held for all eighth-grade pupils in the district. On the basis of the information furnished by the test scores, recommendations of former teachers, and suggestions by parents, each pupil's program for the first year in high school is planned.

Upon entering high school in September, each pupil is given a bulletin containing all school regulations, information regarding pupil activities, library regulations, requirements for school letters, scholastic requirements for members of athletic teams, and a summary of each course offered.

Group guidance in the form of a social science course for all freshmen has as its objective the training of better citizens of the school, community, and country. Considerable time is devoted to helping the pupils become oriented to high school life, to occupational information, and to program planning.

Social development is stressed in the sophomore year. Under the supervision of the sophomore counselor, a series of learning experiences including the three phases of gracious living—manners in the home, manners in the school, and manners in public places—and good sportsmanship is extended through the use of films, appropriate social activities, guest speakers, oral discussions, themes in English, and the teaching of social dancing in the physical education classes.

Occupational information is stressed in the freshman social science class when major occupational areas are studied. Emphasis is placed upon the training and abilities necessary in these fields. Long-term vocational trends and availability of jobs are also considered. An attempt is made to help pupils appraise their own abilities and consider what further training is necessary after high school. In the junior year addi-

tional emphasis is placed upon ability, training, and opportunities, through guest speakers, films, tours, follow-up discussions, and individual interviews. All classroom teachers are encouraged to develop vocational units in their classes.

During the junior year, college preparatory students are encouraged by the counselor to review college catalogues, visit colleges, and talk to college representatives and college graduates.

In the senior year the pupils are urged to make their applications for college admission early. If there are any who may have difficulty in being accepted, they are advised to apply to more than one college. The counselor helps the pupils choose colleges, write for application blanks, and fill them out. Group guidance on such topics as what to expect in college, grading, lectures, and note taking is given. Former graduates who are in college are invited to talk to college preparatory seniors.

Plans include a follow-up survey of graduates to obtain information about their educational and vocational experiences and an offer for continued service. Over the years incidental services have been given to any pupils who asked for them, and pupils are being urged to take advantage of this opportunity.

Including the tests given in the eighth grade, each pupil is given three scholastic aptitude tests, one achievement test, and one or two special aptitude tests before he is graduated from high school. In addition, he completes an interest inventory in the freshman year and again in the junior year.

Pupils who do failing work are given special attention. On or before the Monday following each grading period, the classroom teachers send a report of the failures to each counselor. This report contains the name of the pupil, the subject failed, and specific measures taken by the teacher to prevent the failure. At an interview with the pupil within one week from the date of receipt of the report, the counselor records the pupil's reason for the failure and the results of the interview. A copy of the final report is sent to the principal. This report is followed up by a letter to the parents, with suggestions for a plan for improvement. Frequently an interview with the parents is requested.

At least two interviews for the purpose of program planning are scheduled for each pupil during the freshman, sophomore, and junior years. The information available in the cumulative folder is used in assisting the pupils in planning their four-year course. Help is given each pupil in selecting a college and/or choosing a vocation.

No plan for organized in-service training is in effect; however, some incidental training has taken place. At a faculty meeting held during the early part of the school year, the teachers are shown record blanks, files, literature, and tests, and are encouraged to make use of the pupil

records. A description of the guidance program is placed in the hands of each teacher. In the spring the guidance committee again reports to the faculty on the achievements of the year and suggested changes and plans for the next year.

THINKING IT THROUGH

The Palatine guidance program is quite typical of the centralized guidance program. In contrast with Mount Pulaski, specific duties are assigned to staff members who have time designated for guidance activities. Looking at both programs together, answer the following questions:

Which plan, decentralized or centralized, is more likely to provide systematically a series of interviews for all pupils?

Which plan encourages teacher participation in guidance activities?

Is either plan more suitable than the other for small schools? large schools? elementary schools? high schools?

If you were asked to improve the Palatine program to provide more adequate services, what would you suggest? Are the noncollege-bound pupils served adequately? Is the extra attention given to pupils who do failing work worthwhile? How about special services for those who do unusually well in the subjects?

HAMPSTEAD HIGH SCHOOL[5]

The programs which have been described in this chapter make us aware of the magnitude of the guidance job. Careful planning was required for these schools to provide the many guidance services. Counselor Neal of Hampstead High School, Hampstead, Maryland, kept a record of the major activities for each month of the school year. This record covers the second year of the program's operation. It enables us to see when the various tasks were performed. But more important for our present purposes, it provides an overview of the guidance services in this school. The counselor's monthly record is reproduced below. Routine interviews with pupils, home visits, and parent conferences were part of each month's activities, but were not included in the monthly report.

September

1. Registered new pupils and helped plan their courses.
2. Orientation to school provided for newcomers.
3. Transcripts checked for incoming pupils. Placement testing where necessary.
4. Interviewed seniors to recheck credits and graduation requirements.

5. Follow-up letters sent to late entrants.
6. Introduced plan for guidance program to eighth, ninth, tenth, and eleventh grades.
7. Checked on handicapped or severely maladjusted pupils.
8. Held faculty meeting to outline and explain aims and plans of guidance department for the year. Stressed that each teacher is a counselor first.

October

1. Interest tests given to the juniors and newcomers to the senior class.
2. Follow-up interviews conducted.
3. Formed interest groups and distributed outline guide for study (*a*) of interest field, or (*b*) of college or school of advanced study.
4. Began career conferences which will be continued throughout year.
5. Hobby leisure-time groups organized in eighth grade.
6. Completed ninth-grade basic skills tests.
7. Interviewed failing students and sent letters home about each pupil.
8. Collected scholarship material for seniors.
9. Sent in application blanks for college entrants.
10. Seniors began follow-up of last year's graduates.
11. Checked up on chronic absentees.
12. Sophomores used You and Your Future as suggested outline for discussions; juniors and seniors used Exploring Occupations and Success in the World of Work.
13. Seniors, juniors, sophomores, eighth-graders completed daily schedules and autobiographies.

November

1. Contacted alumni in reference to opportunities offered by the state employment service.
2. Held assembly programs by eighth-grade club groups. For example, social club demonstrated manners at party, making of party favors, and similar activities.
3. Interviewed seniors and juniors concerning occupational interests.
   Helped them secure necessary occupational information material. Discussed arrangements for booklets summarizing occupational study.
4. Teacher-pupil conferences concerning failing students were held to suggest remedial work.
5. Checked on possible school-leavers.
6. Planned field trips according to pupil interests.
7. Career conference planned.
8. Adjusted schedules for certain pupils.

December

1. Continued work on occupational suggestions and tentative reports of interest groups.
2. Additional field trips planned.

3. Program conducted using skits such as Getting Acquainted with Myself; also original pantomimes illustrating points each group felt important.
4. Each pupil completed self-rating chart and at least three teachers rated each pupil.
5. Questionnaires on study habits given to seventh- and eighth-grade pupils.
6. Visits made to homes of withdrawals.
7. Contacted career conference leaders for rest of year.

January

1. Interviewed failing students as well as those students improving after previous failure.
2. Surveyed community for possible part-time placement.
3. Physically handicapped pupils interviewed and contact arranged for them with the state rehabilitation office.
4. Seniors completed qualification sheets.
5. Parent-teachers association program arranged around theme of The Importance of Regular Attendance. Pupils, teachers, and parents served on the panel which discussed the topic.
6. Conferred with parents on health records of pupils. County aid secured wherever needed.
7. Studied college reports on scholastic standing of pupils from Hampstead High School.

February

1. Visited homes of chronic absentees and tardy cases.
2. Made plans for career night, the culminating activity for occupational study by different classes.
3. Checked with employers on work done by pupil part-time employees.
4. Parent-teacher-pupil conference on scholastic work being done by pupils employed on part-time basis.
5. Organized a system to provide regular reports from employer to school, school to pupil's employer, and the parents.
6. Kuder Preference Record given to all sophomores.
7. Career conference held on social service work.
8. Selected pupils to be studied by visiting county psychologist.
9. General Educational Development Test given those seniors considering college.

March

1. Helped pupils planning to attend college make tentative schedule and complete matriculation.
2. Planned for placement of those not planning to attend advanced school.
3. Interviews with pupils presenting unique problems.
4. Career conferences held on science, sales and merchandising, and personal characteristics of successful workers.
5. Outside school hours conducted a "brush-up" English course for veterans among alumni who plan to enroll in college.

April

1. Career night held. Held a panel discussion and hobby display as concluding project of interest groups.
2. Helped make arrangements for pupils who desire to participate in scholarship tests given by county.
3. Conducted a career conference dealing with business field.
4. Teachers and pupils discussed courses for next fall.
5. Worked on placement of pupils in jobs.
6. Rechecked grades of all seniors and all possible failures and withdrawals.
7. Final questionnaire mailed to colleges for information concerning progress of former pupils now enrolled.

May

1. Visitation days arranged—colleges, schools of nursing, business schools, according to pupil interests.
2. Continued to work on placement of pupils.
3. Made final check of records.
4. Meeting with state employment service representatives arranged for seniors.
5. Career conference conducted for those interested in sales work.
6. Transcripts mailed to colleges.
7. Scholarship examinations conducted for seniors.
8. Completed scrapbook of pictures of activities and articles about guidance department during the year.
9. Arranged "dutch uncle" buffet supper. Pupils were seated at tables according to interest groups.

June

1. Checked and filed all grade records.
2. Group meetings to clarify and correct any schedule difficulties or conflicts for next year's classes.
3. Interviewed all failures and encouraged them to return to school.
4. Arranged for follow-up on those pupils likely to drop out of school.

THINKING IT THROUGH

The calendar of events in the Hampstead High School will have little meaning if the reader simply glances through it. It can, however, be the basis for gaining an understanding of the strengths and weaknesses of the program. Prepare a chart like the one illustrated below. The entries in the first column are taken from the outline at the end of Chapter 2.

After you list the five guidance services in the above chart, add as item six "administrative and instructional activities."

Now, for each item shown in the calendar enter a check mark (√)

in the chart to indicate that that service is rendered. You will find that some entries cannot be classified according to the chart. Why?

What services seem to receive the most attention? What areas are neglected?

How do you account for the checks in the "administrative and instructional" category?

Basic Services of a Guidance Program	Hampstead	Tillamook
1. Services to pupils in groups		
a. Articulation		
b. Orientation		
c. Group guidance		
2. Services to pupils as individuals		

Do the same thing for the calendar of the Tillamook High School, discussed below. In addition to answering the above questions for this school, contrast the two programs.

What are the relative strengths of each?

TILLAMOOK HIGH SCHOOL[6]

The Tillamook High School, Tillamook, Oregon, has developed a calendar of guidance activities which the reader may wish to compare with that of Hampstead High School. This calendar is unique in that it lists not only the activities, but also the participants.

SUMMARY

In this chapter the guidance programs in several schools were described by their staff members. The Seattle Department of Guidance Services illustrates a city-wide over-all pupil personnel service. It was pointed out that in Seattle each school has within its walls a program of guidance services which complement those provided by the centralized city bureau. All other descriptions in this chapter were of guidance programs in individual schools. Among the programs described, variations such as centralized versus decentralized organizational structure were noted. Despite the variations, the concentration of the programs on the essential services described in Chapter 2 was apparent.

In all the schools cited, there were certain conditions favorable to the establishment and growth of a guidance program. To summarize this chapter, these conditions are enumerated below:

1. The school administrator supported the guidance program.
2. Cooperation of teachers was secured.
3. Responsibilities for the guidance program were delegated, and not left to chance.

GUIDANCE CALENDAR OF TILLAMOOK HIGH SCHOOL

When	What	For Whom	By Whom
September	Registration Preregistered pupils pick up cards and complete registration; new pupils report to office for conference and register. Fill out personal record sheet	All pupils	Faculty and administration Selected pupils
September	Get-acquainted days Hello day tags Mixer party Welcome assembly	All pupils	Guidance department Girls and boys league Administration
September	Testing IQ for new pupils by transfer or pupils not tested last year Other tests requested by faculty or pupils	New pupils	Guidance department
September	Organization of guidance committee	Faculty Guidance department	Guidance department Administration
September	Interviews	Freshman New pupils by transfer	Deans of boys and girls
September	Choose activity clubs	All pupils	Guidance department Club sponsors Administration

October	Autobiography	Freshmen	Guidance department English department
October	Testing Achievement, interest, personality, etc.	All pupils as decided upon	Guidance department Administration
October	Home visitations or school visits by invitation	All pupils	Guidance department Faculty and administration Parent-teachers association
October	Guidance committee	Guidance committee	Guidance department Guidance committee
October	Follow-up	Graduates	Commercial students
October	First parent-teachers association meeting of the year Open house	Community Parents Faculty Pupils	Parent-teachers association Guidance department Administration Faculty Student council
October	Prepare audio-visual-aids plan for guidance purposes	Pupils Faculty	Guidance committee
October	Northwest Guidance Conference—Portland	Guidance department	Deans of girls and boys
November	College visitation days—noncollege speakers	Seniors	State and independent college representatives Guidance department Senior advisers Administration

GUIDANCE CALENDAR OF TILLAMOOK HIGH SCHOOL (Continued)

When	What	For Whom	By Whom
November	Education-week program Radio Local theater showing Teacher association Parent-teachers association Service clubs American Association of University Women	Community	Faculty Administration Service clubs Parent-teachers association Student body American Association of University Women
November	Father-daughter banquet	All girls	Girls league Dean of girls
November	District girls league	All girls	Girls league Dean of girls
November	Vocations unit	Freshmen English or social education Seniors social problems	Guidance committee Class teachers
November	Guidance committee plan for career day	Guidance committee	Guidance committee
December	Guidance panels Personality development, conduct, etc.	All pupils	Guidance department Girls and boys league
December	Christmas program Christmas decorations	All pupils	Girls and boys league Deans

December	Career day every other year	All pupils	Guidance department Faculty Administration Community organizations
January	Evaluation of guidance program and suggestions	Guidance committee Guidance department	Guidance department Guidance committee Administration
January	Girls league slumber party	All girls	Girls league Dean of girls Sponsor of Girls Athletic Association Sponsor of Future Homemakers of America
January	Revision of schedules and programs by those desiring	Those who wish or need revision for second semester	Guidance department
January	Smokers	All boys and dads	Lettermen Boys league Dean of boys Sponsors
February	General Aptitude Test battery	Selected seniors	Guidance department
February	Conference on General Aptitude Test Battery tests	Those who took the tests	State employment service Guidance department
February	English and mathematics tests	Juniors	Guidance department

GUIDANCE CALENDAR OF TILLAMOOK HIGH SCHOOL (Continued)

When	What	For Whom	By Whom
March	Plan orientation day for incoming freshmen	Guidance committee	Guidance committee
March	Mother-daughter tea and style show	All girls	Girls league Future Homemakers of America Sponsors Dean of girls
March	Oregon Education Association, Northwest Guidance Association section	Guidance department	Guidance department
April	Order guidance films	Guidance committee	Guidance committee
April	Career day if not held in fall	All pupils every other year	Guidance department Administration Service clubs Community resources
April	Orientation day	Eighth-graders in feeder schools	Guidance department Administration Faculty Selected pupils Student-body officers

April	Bridge-the-gap program Parent-teachers association meeting	Parents of eighth-graders from feeder schools	Guidance department Administration Faculty Selected pupils Parent-teachers association
April	Pretesting of eighth-graders from feeder schools	All eighth-graders	Guidance department
April	College campus visitation week end	Selected seniors	Deans
April	Girls league state conference	Selected girls	Dean of girls
April	Advertise and interview for scholarships	Seniors planning on college	Guidance department
April	Oregon state deans' conference	Dean of girls	Dean of girls
May	Preregistration pupils from feeder schools, takes place in feeder schools; all others through home rooms Shorthand aptitude tests	All pupils from grades 8 to 11 Potential shorthand students	Guidance department Class sponsors Administration Commercial teachers
May	Dress-up day	All pupils	Girls and boys league sponsors
May	File records		Guidance department
May	Pupil-opinion poll	Guidance department and administration evaluation	Freshmen and seniors

4. Staff time was made available for guidance purposes.

5. Enough money was provided to meet minimum costs of guidance materials.

6. Persons having professional responsibilties in the program possessed guidance training.

7. Effective relationships between the guidance program and the pupils, the parents, and the community were established and maintained.

SELECTED READINGS

Cottingham, H. F., *Guidance in Elementary Schools*, McKnight, 1956.

In the first chapter of this book the author outlines what he considers to be the elements of a guidance program in elementary schools.

How does his list of services differ from those outlined in this book?

What are the unique features of a guidance program in an elementary school?

Baxter, E. D., *An Approach to Guidance*, Appleton-Century-Crofts, 1946.

This book, written in story form, describes the activities of Molly, a counselor who joined a school staff to organize its guidance program.

How many of the seven conditions listed in the summary of this chapter were true of Molly's school?

What were the major obstacles which Molly overcame?

Little, W., and A. L. Chapman, *Developmental Guidance in Secondary Schools*, McGraw-Hill, 1953.

Chapter 10 of this book sets forth principles for organizing a school guidance program and describes programs in schools *A*, *B*, and *C*.

What are the major principles listed by the authors?

Do you agree with the authors' statement that it is differences in leadership rather than facilities which are important?

SOURCES OF INFORMATION

Secured from Schools

1. Donald Nylen, Director of Guidance, Seattle Public Schools, Seattle, Wash.
2. Ulis Newton, Assistant Principal, Las Vegas Union High School, Las Vegas, Nev.
3. Lloyd L. Hargis, Principal; Lucile Kelley, Teacher of Home Economics; Clara Martin, Librarian; Herbert Stivers, Teachers of Industrial Arts; and W. H. Vandervender, Guidance Director; Mount Pulaski Township High School, Mount Pulaski, Ill.
4. G. A. McElroy, Principal, Palatine Township High School, Palatine, Ill., and Ona May Lemmon, Chairman, Guidance Committee, and other members of this committee, which prepared a report of its activities.
5. Helen S. Neal, Counselor, Hampstead High School, Hampstead, Md.
6. Esther Chapman, Dean of Girls, Tillamook High School, Tillamook, Ore.

4 ORGANIZING A GUIDANCE PROGRAM

GUIDANCE PROGRAMS OF SEVERAL SCHOOLS were described in Chapter 3. It was noted that although the programs were varied, they all had certain features. One of the most important characteristics common to all programs is that they were organized, that is, their guidance programs were planned operations with responsibilities and duties carefully assigned. In other words, the programs were not hit-or-miss ones depending upon opportunistic exploitation for their success. This chapter will consider problems related to the organization of a guidance program.

WHY ORGANIZE?

By way of introduction, let us examine the necessity for organizing the program. Some schools provide a number of guidance services without making an effort to coordinate them. They have, in fact, no guidance program. There is little disagreement among experts in administration that coordination of activities increases the effectiveness of each. The benefits accrue in two ways. Coordinated guidance services mean that duplication is reduced, thus making it possible to extend the services to a greater number of pupils. Then, too, an organized program makes it possible to plan for meeting the most pressing needs. These points are important enough to illustrate. Before the guidance services in one school were organized, the following services were available on a hit-or-miss basis: teacher-pupil interviews (no record kept of these interviews); an achievement test (used only to get summary statistics to compare with national norms); a scholastic aptitude test (scores recorded in principal's office, available to teachers on request); a career night and a college day (for seniors only, not coordinated with other activities of

the school); and an interview for each senior with the principal (checking graduation requirements was major emphasis). When the school took stock of the services it was providing, it was clear that many of the basic elements of a guidance program were present. Their effectiveness was limited, however, because some of the services were provided only for certain groups of pupils, some overlapped, and there was little interlocking of services. A modicum of organization will reduce overlapping and increase interlocking.

Reduction of Overlap

In the school described, the teacher-pupil interviews were made to yield substantially greater benefits. Where no records had been kept previously, each interview had started from scratch. Consequently, the pupil was forced to tell his story over and over again. The teachers found that some pupils were shopping around to find those who seemed to understand their problems. Since there were no records of interviews, it was not uncommon for several teachers to deal with a single pupil who was aggressive enough to solicit their aid. On the other hand, some pupils never had an interview with a faculty member. With the time saved by coordinating pupil interviews, it was possible to schedule at least one interview for every pupil.

Increase in Efficiency

In this same school, the effectiveness of separate guidance functions was improved when they were organized into a guidance program. Tests of scholastic aptitude and achievement were administered in the school, but the results had not been used for guidance purposes. A change which involved little additional work, increased the value of the test results to pupils themselves. The teacher-pupil interviews could proceed on a much more secure footing when the results of the scholastic aptitude and achievement tests were made available for individual use. This is but an example of the advantage to be gained by organizing the various guidance functions so that they interlock and complement each other.

Possibility of Additional Services

Organization not only increases the effectiveness of extant services, it also makes possible the careful planning of additional services. In any school, it is unlikely that all guidance needs will be met. The school used as an example in the previous paragraphs was no exception. It was limited in the number of additional services it could provide. When the guidance services were organized as a program, it became apparent that numerous guidance needs were not being met. This school decided that one of the most pressing needs was the orientation of incoming pupils.

Consequently, as the first step in the expanded guidance program, the school planned for orientation of incoming freshmen. During the first year, the orientation service was tied up with the freshman English classes. The orientation process was also made to yield information about the pupil by including such themes as My Plans for High School and My Autobiography in the regular English assignments. These themes became part of the pupil's cumulative record, which he himself started.

Inefficiency of Incidental Guidance

Despite these apparent advantages of organizing the separate guidance services as a guidance program, a few administrators in schools assert that their schools meet the guidance needs of their pupils without the "burden" of a formal organization. Chisholm answers these assertions rather pointedly with his remarks on "incidental guidance." In describing a certain high school which was ranked low on the guidance section of a secondary-school-evaluation project of the American Council on Education, he writes:[1]

> Some work in the field of guidance was being done in this school, but it could be listed primarily as incidental guidance. A few students would come to members of the staff and talk about their problems. At times members of the staff made appointments with students and spent considerable time and thought helping students meet and solve their problems. All this was done, at least in a majority of cases, with a wholesome attitude of helpfulness, and it was accepted as such by the students. . . . Some worth-while guidance was being done. . . . The shortcomings of an incidental program of guidance, however, should not be overlooked. Its cardinal sin is its omissions. But there is a second weakness almost as great as the first: incidental guidance rests on a weak substructure.

THINKING IT THROUGH

Imagine, if you can, a school without an organized curriculum and without specific teaching responsibilities assigned to staff members. In this school, it is left up to the pupil to decide what he wants to learn, and he must find the person who can help him learn it.

How efficient would such a school be?

Compare this situation with a school which has no organized guidance program.

HOW TO ORGANIZE

The organizational structure of the guidance program in any school, large or small, must be suited to local conditions. Only in rare instances

will the pattern from one school fit another without modification. The organizational chart is influenced by such commonly considered factors as the school's philosophy of education, its financial resources, and the nature of the student body. It is affected equally by the training and personality of available staff members. This is an important consideration, which may in large measure determine the nature of the guidance program in smaller schools. In a larger school, guidance staff members can be chosen from among a greater number of applicants, thus increasing the likelihood that a suitable person will be found. Frequently, in a smaller school, the choice is in terms of what guidance service a specific person can handle, rather than which person can best render a specific guidance service. In any event, it must be realized that the nature of the guidance program is dependent upon the personnel who staff it.

In considering the following typical organizational patterns, we must, therefore, recognize that they may not represent ideal plans. Rather, they are practical adaptations of the ideal to local conditions.

Organization for a Single School

The single-school pattern of organization is probably the most common. In this type of organization, the school draws upon its own resources of staff, budget, and physical facilities to provide guidance services. The Biglerville High School, Biglerville, Pennsylvania, has such a program. Counselor Keefer described the organizational structure of the program briefly:[5]

> A member of the faculty designated as guidance counselor is charged with much of the responsibility of administering the guidance program. About seventy-five percent of the school day is devoted to the work. He does most of the group instruction in guidance in the junior high school, administers all tests and other instruments used in guidance in grades 7 to 12. He conducts individual conferences with students who need immediate assistance, confers with teachers reporting maladjustments, plans conferences with students as a preventive measure, and directs students in arranging schedules. However, much valuable guidance would be lost if a school had to depend on one member of the family to do all the guidance. All teachers are encouraged to discover and utilize every opportunity for guidance. Every teacher in the Biglerville School is doing some valuable individual and group guidance. Many individuals and small groups receive guidance from the supervising principal and the principal.

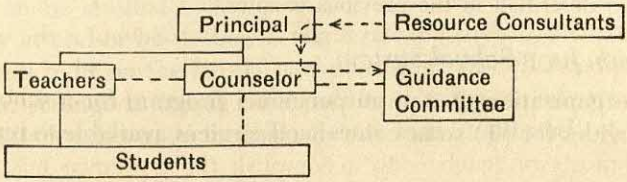
Of particular interest in the Biglerville High School is the centralization of responsibility for guidance services. The school encourages all teachers to participate in the guidance program. The counselor reports that they do, but the school does not depend solely upon the uncoordinated efforts of teachers to accomplish the guidance mission. Cen-

tralization of authority and responsibility is an important key to successful operation of a guidance program.

The centralized responsibility may be vested in a committee rather than in a single person. In the event that it is, the committee should be a "working" one rather than a "representative" one. A working committee usually has only three to five members, all of whom are chosen because their training and experience qualify them. In their selection, no thought is given to their "representativeness" of teachers, departments, or administration. It is highly desirable that membership on a working committee be voluntary. Such a committee is able to accept and efficiently discharge the responsibility for administering a guidance program. A representative committee, on the other hand, usually is not an effective administrative organization. Ordinarily, by the time representation from the various facets of the school is obtained, the committee is too large for efficient operation. Further, the members are chosen because they speak for a certain aspect of education rather than because they have a specific guidance contribution to make. Such a committee can and should be used, however, to review the general policies and recommendations of working committees.

When responsibility is centralized in a committee, it is customary for its chairman to become the executive in charge of the guidance program. He cares for the day-to-day activities of the program within the framework established by the working committee.

A typical organization chart for a school in a single-school plan, with one counselor and a guidance committee, is shown below. The solid lines in the chart indicate lines of authority; for example, the principal has authority over the teachers and the counselor. The broken lines indicate a consultative relationship. The counselor, for example, has no authority over the guidance committee, but rather has a consulting relationship with it. An important point to recognize is that outside consultants are brought into the school only with the principal's knowledge and consent. The broken line is shown passing through the principal's office to the counselor and, in turn, to the guidance committee. Although in actual practice a principal will seldom, if ever, veto the bringing in of consultants, it is important for guidance workers to recognize that he bears the ultimate responsibility for all that takes place in his school. He deserves the courtesy of being informed of the activities of his staff members.



Two additional principles of organization may be inferred from this organization chart. First, although the guidance program is headed by a counselor or a committee, the principal must see that the school develops a balanced set of services. The guidance program, athletics, or instruction are all entitled to a share of his time and attention. He cannot allow the guidance program to preempt the instructional program, or interscholastic athletics to overpower intramural athletics, and still be true to the responsibilities of his post. In like manner, the school without any guidance program is usually headed by a principal who does not have the vision of leadership necessary to fill his role as the school's executive. The principal of every school is charged with an inescapable responsibility for the guidance program.

The second principle deals with the relationship of the counselor to teachers and pupils. The counselor reaches most pupils through direct personal contact. But he must be assisted in his dealing with pupils through indirect contact. At times he uses the services of other pupils, parents, and other citizens of the community to facilitate the adjustment of individual pupils. Most of his indirect contacts are, however, made by teachers. What should be his relationship to them? Should he have authority to tell teachers what to do? The answer to these questions is found in the concept that a counselor is a *staff* officer. Staff officers in the military forces, from whence the term comes, are advisory officers. They do not have command or *line* authority. In his staff relationship the counselor provides professional leadership for the faculty in guidance matters, he offers suggestions, he encourages teachers to participate, but he does not direct.

THINKING IT THROUGH

In considering a plan of organization for a single school, we have identified three important principles. These apply with equal force to the other organizational structures we shall consider. They are:

1. Responsibility for guidance services must be centralized and fixed.
2. The ultimate responsibility of the principal as the school's executive must be recognized.
3. The counselor's duties must be such that he has *staff* rather than *line* relationships with teachers and pupils.

Illustrate each of these principles with examples drawn from the programs described in the previous chapter.

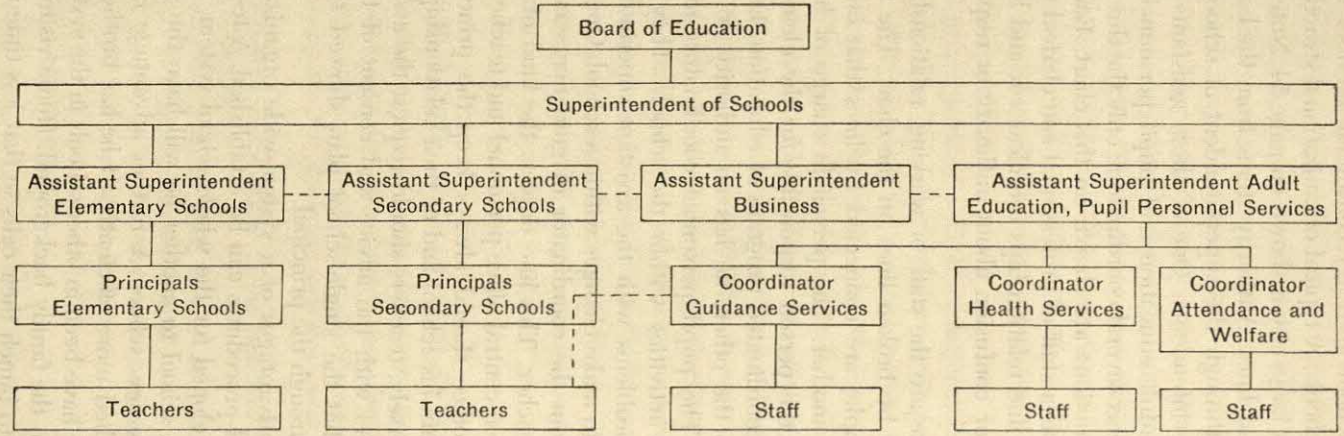
Organization for a School System

The organization of a pupil personnel program for a school system usually provides for (1) some centralized services available to pupils upon

referral by their school and (2) consultant services to staff members in the individual schools. A typical organizational structure for pupil personnel services in a large city is shown on page 54. Note that line authority is shown in solid lines. Authority stems from the board of education and is channeled through the superintendent of schools to each of his four assistant superintendents. One of these assistants is charged with responsibility for adult education and pupil personnel services. Under his supervision he has several coordinators; only the three concerned with pupil personnel functions are shown on this chart. Each of these coordinators, in turn, has a staff of professional and clerical workers responsible to him. These line relationships are clear cut and leave no room for misunderstanding or confusion about authority or responsibility of staff members.

Not so precise are the staff, or working, relationships. Examples of these are depicted by broken lines on the chart. The assistant superintendents, for example, are connected by lines that indicate their relationship with one another. The person in charge of high schools must work closely with the person responsible for the elementary schools in order to obtain a coordinated program of education. Each person serves as a consultant to the other; he has no authority or responsibility for the other's work. The pupil personnel coordinators must also be concerned about the activities within the schools. They may make suggestions or raise problems with the assistant superintendents, but they have no authority to make changes within a school. One illustrative broken line extends from the coordinator of guidance services through the principal to the teacher. This line depicts the kind of relationship that should exist between central office personnel and teachers. Staff members from the central office should always keep the principal informed of their activities within his school and of their relationships with his pupils or teachers. Conversely, teachers should request the assistance of central office staff members with the advice and consent of their principal. It will be recalled that the single-school plan showed the resource consultants working through the principal.

One of the advantages of a system-wide organization is that uniformity in essential procedures can be established. A testing plan, for example, can be developed for the whole school system, so that if a child transfers from one school to another he will have the same test data as other pupils in his new school. A further advantage is that the child's family can be studied more efficiently. If he has brothers or sisters who currently attend or have been in other schools in the system, their records may throw light on the family background. Home visitors from a central office can arrange to bunch their calls so that less time is spent in traveling. Another advantage is that system-wide organizations, because of


Board of Education
Superintendent of Schools
Assistant Superintendent Elementary Schools
Assistant Superintendent Secondary Schools
Assistant Superintendent Business
Assistant Superintendent Adult Education, Pupil Personnel Services
Principals Elementary Schools
Principals Secondary Schools
Coordinator Guidance Services
Coordinator Health Services
Coordinator Attendance and Welfare
Teachers
Teachers
Staff
Staff
Staff

their size, can usually employ persons with more specialized skills than can individual schools.

Shared-personnel Plan

Some schools find it impossible to employ a trained guidance person on a full-time basis. This condition is common among schools with an enrollment so small that it would be difficult to justify the expense of a full-time counselor. One solution to the problem faced by such a school is to employ a teacher-counselor who divides his time between the classroom and the guidance program. This is not a feasible solution for many schools because persons who have secured the specialized training required of counselors will not accept these combination positions. This is understandable when it is considered that a minimum of one year of graduate study has been spent to prepare them for guidance work. Hence, many schools must resort to using less well trained persons as teacher-counselors or employ the more desirable solution of joining with other schools in a cooperatively sponsored guidance program.

Harold Fahs is a counselor in such a unified program sponsored by the Leland, Northport, Empire, and Norris schools in Michigan. The four schools divide the cost of the program. The counselor was given the responsibility of inaugurating the program in the various schools. The following paragraphs summarize his impressions at the end of the first year.[8]

At the beginning of the year I found that the *support of the administrator* is the most important factor in initiating a program. Because of the solid support of each administrator in our area, our program started off with the correct atmosphere and support of the faculty. This has carried over to the present time. In a small school, such as ours, the administrator is the one who can make the program succeed.

The schedule on which I operate is one day for each school during the week. The fifth day of each week is alternated to each school. Thus every school has one day a week of my time, and on every fourth week has two days. Surprisingly enough we have accomplished quite a bit following this plan.

We must attribute much of this program, however, to the faculty of each school. In every school we have the teachers' meeting the day that I visit the school, thus giving the faculty the opportunity to bring up any questions relative to the program. Also, I have the opportunity to discuss any problems or pass on any information that I wish. The meeting is approximately thirty to forty-five minutes in length, and serves more or less as an in-service training opportunity. The time is well spent and the faculty of each school utilizes the time to obtain information about the guidance services which will enable them to do a better job.

This year we are short in offering complete service in every area. However, we have attempted to cover *testing, records, counseling, placement,* and *follow-up* quite *thoroughly*. Our testing service begins in the kindergarten and goes through the twelfth grade. We have a complete program and nothing is spared to make it a success. The faculty takes an active part by graphing all test results used for diagnostic and remedial purposes. By doing this they acquire a much better understanding of the testing program and what it is expected to accomplish. I have drawn graphs to show the relative standing of each school in comparison to the other three in the county. This plan seems to instill quite a bit of enthusiasm in the faculty as well as in the pupils. The members of each school know the standing of their own school, but not the identity of the other schools on the graph. This practice is taken to prevent any talk behind the backs of the members of another school, which might endanger the future of the cooperative plan.

The records are kept up entirely by the faculty. Everything is entered in the cumulative record by the home-room teacher. However, in one school they have agreed to complete the record by mass production at one meeting each semester. This practice accomplishes the work rapidly, but leaves out some of the personalized gain that the faculty gets by looking at a record more closely. Anecdotal records are used to the fullest advantage and cooperation of all concerned, and are filed separately from the cumulative record.

Placement and follow-up are services which are of great concern to us all. Over the past five years 60 per cent of the graduating seniors have gone on to higher education. I interview all seniors about their future plans and help in any way possible to give them the needed information so that they may make a vocational decision. Test results and other information from the cumulative record are used in this interview. We are planning a career day for the entire county, so that the smaller schools may have the same opportunity larger schools have. A follow-up study has been sent out covering the last five graduating classes and another is being planned. We have improved our services to a great extent by such follow-up studies.

At the beginning of the year the public was not too receptive to guidance. It has taken constant leadership by each administrator to influence the faculty as well as the public. Public speaking was a necessity on my part at the local PTA, Lions Club, Child Study Club, and various other organizations. We sent letters home to each parent outlining what the guidance program consisted of and how it would benefit each child in the school. After the first testing session this was followed up by helpful suggestions outlining ways the parent could help each child develop reading ability at home. The local paper became interested and requested guest editorials about the guidance program. All combined, this effort has given us what we have strived for—a solid foothold in each school for the guidance program. Next year we hope to expand and improve our services. This will necessitate using more of faculty time and possibly having some one working half time on guidance in each school.

The remarkable accomplishments of the first year of the cooperative program described by Counselor Fahs are due in a large measure

to the work of a professionally trained counselor. With the available resources, it is unlikely that one of the schools could or would have employed a counselor, but by pooling resources, they are able to have a guidance-trained person to head their program. The sharing of specialized personnel with nearby schools should be a more prevalent organizational pattern.

Organization for a County

A somewhat more widely publicized plan for organizing guidance services than the group-of-schools approach is the county-wide setup. Statistics dealing with the prevalence of either the shared-personnel plan or the county plan are not available. It is, therefore, impossible to judge whether or not the wider publicity of the county plan is an indication of its greater prevalence.

In the county plan, the guidance department is usually formed to serve all the schools in the county. This generally means that more schools are included than under the organization of a group of schools. Hence, it is frequently possible for county organizations to employ a staff of persons, each with specialized skills in different areas. Herein lies one of the greatest assests of the county plan, because these persons are equipped to assume leadership of the guidance program. Through in-service training they can share their specialized knowledge with regular members of the school staff. In this role, the county guidance program is not primarily a direct service to pupils. Rather it provides services of coordination, leadership, and in-service training.

Some county programs have failed to provide these services. They have concentrated on direct service to pupils. Such programs operate under extreme difficulties. If the counselor from the county office spends all his time counseling individual pupils, the teachers do not gain in the understanding of the problem. The guidance program, in turn, fails to recognize the needs expressed by teachers. It becomes an isolated service, operating quite independently of the total school program. It is only a short step to the point where the counselors become the mop-up persons of the county. Teachers use them only as persons to whom irritating pupils are referred. Solutions are expected from counseling, but those which call for adjustment by the school or teacher are unwelcome. Thus it is clear that an itinerant counselor must spend the major portion of his time in coordination, leadership, and in-service training activities.

We have examined four plans for organizing the guidance program. Each has its merits. But each is not of equal value to a particular school. Depending upon local conditions, one plan will undoubtedly be more appropriate than any of the other three. Regardless of the organizational setup, however, the principles involved are basic.

BUDGETING FOR THE PROGRAM

Among the first questions that arise when schools consider the introduction of an organized guidance program are those dealing with costs. Typical questions include: "How many counselors do we need in our school?" "How many supplies does a counselor use in a year?" This section will not answer such specific questions. To do so smacks of quackery. The answer depends, as repeatedly stated, upon local conditions. We can, however, draw upon the experience of various schools to assist us in formulating certain generalizations.

When schools think about the number of hours of staff time which should be assigned to the guidance program, the work load a counselor can handle is an important factor. Usually the load is calculated in terms of numbers of pupils to be served. Frequently the load is stated as a ratio of pupils per full-time counselor. Thus, a commonly accepted ratio of 500:1 indicates 500 pupils are enrolled and 1 counselor is employed. For convenience, some state supervisors of guidance services have stated the ratio in terms of pupils and daily periods that a staff member is available for guidance purposes. Thus, the ratio 100:1 means that for every 100 pupils a counselor is assigned guidance duties for 1 period daily. A school with 200 pupils enrolled would assign some staff member 2 periods each day for guidance work. In actual practice this ratio has been found to provide insufficient time. A much more satisfactory ratio is 50:1. This means that a counselor would be employed full time in a school enrolling 300 pupils. The Twenty-fourth Yearbook of the American Association of School Administrators recommends a pupil-counselor ratio of 250:1.[7] In a nationwide survey, Jones and Miller found a school where the ratio was only 150:1.[4]

Because guidance services are an essential function, they should have a claim on the budget equal to that of other functions of the school. Some schools demonstrate their belief in these principles by the manner in which they allocate their personnel resources to guidance services. They decide upon the portion of staff time that is to be devoted to the guidance program. A common ratio is 1:10, that is, 1 counselor to each 10 teachers. Such a plan has distinct advantages. First, regardless of the demands for lighter teaching loads or budget reduction, a constant portion of the available resources is devoted to the guidance program. The guidance department exists because it is an integral part of the school's program, not because it is an interesting frill which can be afforded. Second, it tends to encourage teacher support of the guidance program. The counselor's load is proportional to that of the teachers. When larger enrollments increase the teachers' load, they also add to the counselors' work. Teachers are not as likely to feel that the counselor is "getting off

easy." They will feel, rather, that the counselor is a regular member of the team. Respect for the guidance program is increased when its support is not contingent upon first meeting other personnel needs of the school.

There is more cost to a guidance program than professional staff time, although this is by far the largest item in the budget. The second largest item should be for clerical staff, but unfortunately it usually is not. This failure to provide adequate clerical services for the pupil personnel program (or more realistically, the entire educational program) constitutes a serious hazard to its over-all efficiency. In addition to salary for staff members, provision should be made for purchase of records and forms, tests, guidance reference books, current occupational literature, and usually machine scoring of tests.

How much does a guidance program cost? Crosby sought the answer in a survey of California high schools.[2] He found that the costs ranged from 1.4 to 5.9 per cent of the annual current expenditure. The average was 3.4 per cent. These percentages do not include overhead for administration or facilities. This budgeting made available the equivalent of about 1½ hours of professional staff time per year for each pupil. Crosby also found that the cost of materials and supplies incidental to the guidance program averaged about 5 per cent of its budget. The other 95 per cent was expended for professional and clerical staff salaries.

THINKING IT THROUGH

Evaluate the pupil-counselor ratios of programs described in Chapter 3, using the ratio recommended in the Yearbook of the American Association of School Administrators.

The annual current expenditures of one school were $450,721. If its guidance program followed the average found by Crosby, how much money would be devoted to guidance? Of this amount, how much would you expect to be expended for guidance program supplies and materials?

STAFFING THE PROGRAM

Selecting the Staff

The success of all guidance programs rests on the capabilities of the staff. One of the greatest contributions that a principal can make to the guidance program is the selection of capable personnel to man the program. What kind of persons should be assigned guidance duties? As in so many other phases of guidance, the answer hinges on local conditions. Few research findings are available to guide the formation of se-

lection standards. Among the best guides are those which represent the consensus of experienced guidance workers. A committee of state supervisors of guidance services, counselor trainers, and local counselors has issued a report on the *Duties, Standards and Qualifications for Counselors.*[3] The committee's recommendations are summarized in the following paragraphs.

The qualifications of a counselor may be considered to fall in three main areas: educational preparation, experience, and personal qualifications.

A sufficient general educational background for a counselor may be inferred if he has a bachelor's degree from an accredited institution. Since the counselor is an education worker, he must in most states meet state requirements for a teacher's certificate, valid at the level on which he is employed. The committee further recommended that, either on the graduate or the undergraduate level, such courses as the following be included in the counselor's educational background: mental hygiene, psychology of adolescence, tests and measurements, curriculum development, personality development, growth and development of the individual, labor legislation and labor problems, sociology, and economics.

In addition to this general educational background, a counselor must have professional training in guidance work. The committee felt that a counselor should have a minimum of one year of graduate study in an accredited institution, including a minimum of fifteen semester hours in specialized guidance courses, some of which must be obtained in each of the following areas:

1. Principles and practices in guidance programs
2. Understanding the individual
3. Educational, occupational, social, and economic information
4. The counseling process
5. Administrative relationships of the guidance program
6. Methods of research for counselors

Experience must supplement education. The committee's thinking regarding the contribution expected from experience can be summarized in the following words: "(1) A counselor should be mature, (2) he should be able to appreciate the teachers' problems, (3) he should understand the pupils' difficulties, (4) he should have a knowledge of the variety of opportunities available to high school youth upon leaving school, and (5) he should have had a breadth of experience."

What work or other kinds of experience will help a counselor acquire this necessary knowledge? The committee thought it generally desirable, though not absolutely necessary in every case, for a school counselor to have had at least two years of successful teaching experience. In addition, the accumulation of at least one year of work experience in a

field or fields other than education was considered worthwhile. A minimum of three to six months of supervised counseling experience or internship is, in the opinion of the committee, essential.

Personal qualifications of a counselor were placed in three groups by the committee: scholastic aptitude, interests, and personality traits. The scholastic aptitude of the prospective counselor should be adequate to enable him to complete graduate work successfully in a university.

A counselor should be interested in working with people. Whether or not the prospective counselor possesses this interest can be determined by considering his stated interests, his measured interests, and his activities record. The applicant's statement of his interests can be verified by consulting the persons whom he has given as references. Application blanks and other forms filled out by the applicant yield additional checks on claimed interests. Measured interests can be obtained by administering one or more interest inventories. Counselors are understandably very sophisticated testwise. Consequently, this means has limited usefulness unless frank answers can be obtained. If the inventories are honestly filled out, a profile which reveals high interest in occupations involving working with people should be considered favorable to employment as a counselor. The activity record of a prospective counselor can be determined by examining his record in public school, college, and the community. If his record in high school and college shows that he has been very active in extracurricular work, this is another indication of his interest in working with people. If his record shows that he has been active in such community organizations as church, civic clubs, scouting, or similar community agencies, this may be regarded as further evidence of interest. Personal references given by the prospective counselor may aid in determining his community activities. Any one of the three above-mentioned sources may not alone provide sufficient evidence, but the three combined should indicate a pattern of interests.

The personal characteristics of a counselor are of extreme importance, because most of his work involves interpersonal relationships. Some indication of personality make-up may be inferred from the following bits of evidence. His emotional maturity is reflected in the organization of his personal life—particularly as evidenced by his ability to live in a social order and participate in community affairs. His attitude toward the use of narcotics or alcohol and toward law violations may also give indications of his personality structure. An examination of the role he has played in the community may reveal such things as civic leadership, an obsessive desire for power, or ability to work cooperatively with others. It may show feeling of responsibility and a capacity to inspire confidence in the community among adults and pupils.

Further evidence of a well-adjusted personality can be obtained

from records, family life, references (what others say about his personal traits, his character, and his place in the community), clinical interviews, and by the use of one or more personality measures, such as tests designed to reflect his adjustment to his community, his family, and to himself. These measures may also give some evidence of the possession of such qualities as a sense of humor, a sense of worth, a freedom from withdrawal tendencies, the ability to profit from mistakes, and the ability to take criticism.

The committee also stated that it felt personal appearance was an important factor. It mentioned good health, pleasing voice, and freedom from annoying mannerisms. Any physical deformity, it felt, should be appraised and considered in the light of its effect on counselees. A physical disability ordinarily should not disqualify an otherwise qualified person.

THINKING IT THROUGH

The qualifications set forth by the committee are gradually finding their way into state certification requirements and admission standards of professional guidance associations. The following check list was prepared as a guide to self-evaluation. Use it to identify your qualifications. What must you do to meet the recommended standards?

1. Do you have a bachelor's degree?
2. How many of the nine background courses have you had? (The courses are mental hygiene, psychology of adolescence, tests and measurements, curriculum development, personality development, growth and development of the individual, labor legislation and labor problems, sociology, and economics.)
3. Have you had one year of graduate work?
4. Did it include specialized training in the following areas?
   a. Principles and practices of guidance
   b. Understanding the individual
   c. Educational, occupational, social, and economic information
   d. Counseling process
   e. Administrative relationships of the guidance program
   f. Methods of research for counselors
5. How much successful teaching experience have you had?
6. Have you had nonteaching work experience?
7. Does your training include supervised counseling experience?
8. Have you demonstrated sufficient scholastic aptitude to pursue graduate work successfully?
9. How have you shown that you have a genuine interest in working with people?
10. Are you emotionally mature and able to maintain satisfactory personal adjustment?

The committee report suggests qualifications for counselors which may be beyond those possessed by persons available to some schools. This does not detract from the validity of the qualifications, but rather reflects one of the inequalities of the educational system in the United States. It is a tenable thesis that personnel in all schools should be equally well qualified. Unfortunately, this is not the case. Schools which cannot employ fully trained counselors are forced to make some compromise. At times it may even be necessary to assign guidance duties to persons who have had no professional guidance training. Although the standards formulated by the committee cannot be met by all prospective counselors, the principal must employ some criteria to guide him in his selection. If he is to choose a teacher for part-time service as counselor, he may find it helpful to use the four criteria enumerated below:

1. Select a teacher about whom pupils gravitate, a teacher whom pupils go to for help on personal problems, one who is known as the pupils' friend.

2. Select a teacher who wants to have guidance duties assigned to him, who has shown a guidance interest by providing some guidance services on an informal basis.

3. Select a teacher who will secure additional training through summer schools, extension work, and self-study.

4. Select a teacher whose personal characteristics and habits win him respect from other teachers, pupils, and the community.

A person satisfying only these criteria will not be able to carry on all the functions of a professionally trained counselor. This must be recognized in planning the school's guidance program. The program should be limited to those services which the designated counselor is qualified to handle. As additional training is secured and experience is accumulated, more guidance services can be provided. This procedure maintains the quality, although it restricts the variety, of the guidance services. The impact of guidance services on the lives of the boys and girls concerned is reason enough for safeguarding the quality of those services.

So far the discussion of personnel has been concerned with the qualifications of persons having major guidance responsibilities. In organizing a guidance program, attention must be given to personnel other than the counselor. Teachers and clerical workers play prominent roles in the guidance program, even though they may not have professional guidance training. Although they are selected in terms of their qualifications for other positions in the school, *their potential contribution to the guidance program should be appraised at the time of employment.*

Some unified schools, having both elementary grades and high school in the same system, select elementary teachers who supervise

extracurricular activities in the high school. Because both the guidance program and the extracurricular program become more extensive at the secondary level, high school teachers have relatively greater demands on their nonclassroom time than elementary teachers. By shifting part of the extracurricular load to elementary teachers, the high school staff has more time for participation in the guidance program. One school with an enrollment of 150 in high school found it impossible to schedule more than one period daily for one teacher for guidance work. The need for getting help for this teacher was apparent. As the principal chose new teachers, he looked for ones qualified to handle some phase of the guidance program in addition to their regular duties. This process made it possible to operate a sound program without detriment to other school functions.

Another school which had used teachers for guidance work manned the morning study hall with a half-time clerical worker. The person selected was a mature and self-reliant widow of a local lawyer. Since she worked only half time, and at a salary below that of the teachers, it was a relatively inexpensive way of securing teacher time for guidance work. Since not every clerical worker can be trusted with a study hall, the principal must select those who can work harmoniously and effectively with pupils and teachers. In same states, clerical workers are not permitted to have supervision of children in school. In these states it is sometimes possible to meet the legal requirement by having the person work under the nominal supervision of a teacher.

In like manner, clerical workers who are dealing with pupil records must be carefully selected. Few things can be as destructive of good will for guidance workers as an overly talkative secretary. Guidance records contain much information which can be used to make invidious comparisons. The information should be available to all who can profitably use it, but it should not become a topic for gossip sessions. Accurate recording of information is essential. Mistakes in transcribing scholastic aptitude test results could have far-reaching consequences in the lives of boys and girls.

Personnel for the guidance program should be selected in terms of the qualifications needed for the duties they are to perform. It is a logical step, therefore, to turn this discussion to a consideration of the guidance duties of various staff members.

Guidance Duties of Staff Members

The desirable practice of assigning duties to take maximum advantage of local conditions means that any master list of guidance duties of staff members can at best be only suggestive. Certainly, no administrator would expect to adopt a ready-made list of duties without modi-

fying it in light of the personnel to man his program. It may be, for example, that conditions in his school make it advisable for him to accept responsibility for in-service training. In another case it may be advantageous to give this responsibility to a guidance committee, while in still another the counselor can best handle this phase of the guidance program. The administrator must be guided by the principle that the person who can do the task most effectively should receive the assignment. This principle has three implications. First, the person must have the necessary qualifications. Second, he must be willing to accept the responsibility. Third, it must be feasible for him to undertake the assignment. All of these are of equal importance; none can be treated lightly.

Master lists of guidance duties do furnish guide posts for the allocation of responsibilities. This is the primary value of such a list as that adopted by the Sixth National Conference of State Supervisors of Occupational Information and Guidance. The conference report, entitled "Responsibilities and Duties of the Various Members of the School Personnel in the Guidance Program,"[6] is very similar to many such statements which have been prepared since it was published. Apparently the report foretold a continuing consensus among authorities on the major duties which should be assigned to various school functionaries. The highlights of the conference report are summarized in the following paragraphs.

The report stated as a basic principle that "guidance in the public schools is a joint function of the entire faculty (superintendent, principal, classroom and homeroom teachers, and those engaged in specialized services), as well as of the individual designated as school counselor." If the guidance program is a joint function, then it follows that each staff member has some responsibilities in connection with it. Following this line of reasoning, the report set forth the major guidance responsibilities of the school administrator, the counselor, and the classroom teacher.

The administrator's task is one of coordinating the efforts of all in order to achieve the appropriate emphasis on the guidance program. The following functions are the guidance responsibilities of the administrator:

1. Recognize the need and importance of a comprehensive guidance program and give it his personal support.

2. Make his staff cognizant of the value, functions, and problems of guidance.

3. Provide for a guidance committee.

4. Provide suitable quarters and facilities for the counseling service.

5. Arrange the school schedule so that counseling service is possible for all pupils.

6. See that ample time is allowed for the counselor.

7. Make adequate provision in the budget for carrying on the guidance program.

8. Establish and maintain a cumulative record system.

9. Establish a plan of in-service training for members of the staff.

10. Offer special inducements and recognition to counselors in the guidance program where extra services and training are required.

11. Select counselors on the basis of established criteria.

12. Evaluate and revise curricular offerings in an endeavor to meet pupil needs.

13. Offer extraclass activities to aid in social development.

14. Coordinate all available extraschool resources to aid the program.

15. Work out and coordinate the guidance program cooperatively with members of the staff.

16. Evaluate the guidance program in cooperation with the staff to determine its effectiveness.

17. Give desirable publicity to improve school, home, and community relationships.

The responsibilities assigned by the report to the counselor were those which "can best be carried on by a trained counselor." In general, those services described in Chapter 2 which cannot be performed without specialized training were reserved for the counselor. The counselor, as the staff member in charge of the guidance program, has an extensive leadership role to play. In determining his work load, ample time should be provided for this purpose.

The report pointed out that every teacher has an important contribution to make to the guidance program. The major responsibilities of each teacher fall in four areas, and may be summarized as follows:

Individual appraisal

1. Assist in the compilation of the cumulative record.
2. Keep pupil's individual inventory up to date.
3. Have a thorough knowledge of every pupil in his group.
4. Furnish the counselor information concerning pupils.
5. Secure necessary information to aid in parent contacts.

Occupational and educational information

1. Cooperate with school counselors in the dissemination of occupational information.
2. Contribute occupational information from his own specialized field.

3. Stress, with careful regard to realistic conditions, the occupational value of subjects taught.
4. Explain the importance of traits of character and personality needed to become a successful worker.
5. Help the pupil to evaluate important outcomes of successful work in addition to salary.
6. Assist in preparing assembly programs dealing with vocational guidance.
7. Interpret the vocational implications of school subjects and help pupils develop proper work attitudes.
8. Assist the counselor in arranging and carrying out occupational trips.

Counseling

1. Be on the alert for interests, aptitudes, plans, and behavior patterns which the pupils' counselor should know about.
2. Direct to the counselor those pupils who need specialized help.
3. Study and practice good interviewing and counseling procedures to make any work the counselor may be asked to do more effective.

General

1. Provide developmental group activities in citizenship, leadership, and personality.
2. Encourage the pupil to work to capacity.
3. Assist in the development of poster materials, plays, and similar activities related to guidance.
4. Serve on committees related to the guidance program.

THINKING IT THROUGH

Although the report did not state it, it appears that this list of guidance duties for the teacher was designed with the secondary school in mind. How would these duties differ in the elementary school? Would some be omitted? Can you think of some duties which should be added?

SUMMARY

In this chapter the reasons for organizing the guidance program have been considered. It was seen that in an organized program the overlap of services is reduced, with a resulting increase in efficiency.

Four types of organizational plans considered were the single-school, the system-wide, the county-organization and the shared-person-

nel plans. All the plans must include these basic principles: the responsibility for the guidance program must be centralized and fixed, the principal's ultimate responsibility for the program must be recognized, and the counselor must perform his duties within the framework of consultant relationships with pupils and teachers.

Although it is desirable that all staff members accept guidance responsibilities, it is unwise to assign them duties for which they are not qualified. Realistically, a guidance program cannot exceed the capabilities of the available staff members. It is better to offer only a few services of high quality than to have an extensive program operated by unqualified workers. Hence, it is desirable to select as well-trained a staff as possible. The counselor's qualifications should be assessed in terms of his educational preparation, experience, and personal qualifications.

The guidance program was viewed as an essential part of the school program entitled to adequate support. A reasonable counselor-pupil ratio should be maintained.

SELECTED READINGS

Roeber, E. C., G. E. Smith, and C. E. Erickson, *Organization and Administration of Guidance Services*, McGraw-Hill, 1955.

In Chapter 3 the authors present several organizational charts.

How do their charts differ from the ones presented in this book? Do these differences indicate discrepancies between the two books in principles of organization?

Mathewson, R. H., *Guidance Policy and Practice*, Harper, 1955.

In Chapter 13, the author described the organization of guidance programs at various levels. Later in the same chapter he enumerated a number of key concepts in guidance organization.

Select one of the organization patterns described by Mathewson and consider whether each of the key concepts could be implemented by it. How would you organize a guidance program to implement these concepts?

Willey, R. D., *Guidance in Elementary Education*, Harper, 1952.

In the first chapter Willey describes guidance programs in several elementary schools. If you are especially interested in guidance at this level, you may be interested in reading this chapter.

What features of the programs described do you feel are of most value? What improvements can you suggest?

SOURCES OF INFORMATION

Secured from Published Materials

1. Chisholm, L. L., *Guiding Youth in the Secondary School*, American Book Company, New York, 1945, pp. 10–11.

2. Crosby, J. W., "An Analysis of the Cost of Guidance Services in Selected High Schools," unpublished doctoral dissertation, University of Southern California, Los Angeles, 1950.
3. *Duties, Standards, and Qualifications for Counselors,* Misc. 3314-1, U.S. Office of Education, Washington, 1949.
4. Jones, A., and L. Miller, "National Picture of Pupil Personnel and Guidance Services in 1953," *Bulletin of the National Association of Secondary-school Administrators, February,* 1954, p. 125.
5. Keefer, C. P., *Operation of a Guidance Program in a Rural School,* report of Superintendents and Principals Conference, Pennsylvania State College, July 31, 1946, p. 5.
6. *Proceedings of the Sixth National Conference of State Supervisors of Occupational Information and Guidance.* Washington, 1945, pp. 46–50.
7. *School Boards in Action,* Twenty-fourth Yearbook of the American Association of School Administrators, Washington, 1946, p. 122.

Secured from Schools

8. Harold Fahs, Counselor, schools of Leland, Northport, Empire, and Norris, Mich.

5 INITIATING AN ORGANIZED GUIDANCE PROGRAM

EVERY SCHOOL PROVIDES some type of guidance services, whether or not they are organized into a program. Hence, it is inaccurate to think that guidance services begin on a certain date which coincides with the appointment of a counselor or a guidance committee. Rather, such appointments usually herald the establishment of an organized program which, as pointed out earlier, means that the school takes steps to coordinate or extend existing guidance services and to introduce new services in response to the unmet needs of pupils.

In this chapter the experiences which three schools had when they began an organized program will be described. These descriptions were selected from many available to the author because they illustrate fundamental practices which many schools could, with profit, modify to suit their needs. The value of this chapter will be greatly increased by a careful attempt in each case to identify those practices which can be used in other schools.

"FIFTEEN-TEACHER" SCHOOL

This description of "Fifteen-Teacher" School was adapted from an excellent publication of the Nebraska State Department of Education entitled *Basic Guidance*.[1] The school is located in a town of 1,000 persons, which is described as a typical county seat in Nebraska. There are five high school and eight elementary teachers, and an enrollment of 135 high school and 170 elementary pupils.

No one realizes more than does the superintendent, the inefficiency of the guidance program in "Fifteen-Teacher" School. It has mushroomed as a result of an earnest attempt on the part of the faculty members and civic leaders to help the pupils of the "Fifteen-Teacher" com-

munity. The records in "Fifteen-Teacher" School are inadequate, but very well kept by the high school principal. They include the information about parental background, grades earned in school, the courses pursued, and activity interests displayed by the pupil. The principal utilizes these records in advising each pupil upon registration a few days prior to the opening of school each fall. These conferences are held by appointment, and special time is allotted to the registration of pupils from sending schools other than the local elementary school. The vocational agriculture teacher works rather carefully with each boy in his agriculture classes. The boys are required to have a project, and throughout the supervision of this project the agriculture teacher does some personal guidance and gives effective occupational information pertaining to agriculture. The homemaking teacher works on a nine-month basis; consequently, she does not make as many visits into the homes as does the vocational agriculture teacher. She does, however, visit each home at least twice, and she has a fine relationship with the girls and their parents. The athletic coach is able to contact each boy in the physical education program, since this course is required of all freshmen and sophomore boys. He is able to help some of the athletes of the school achieve social adjustment by means of the athletic club. Throughout the sports program, good sportsmanship is taught; many opportunities are utilized to assist the boys in their personal adjustment. An effective Y-Teen organization for the girls is headed by one of the high school teachers. This organization, with the Hi-Y Club for boys, does much in providing for the over-all ethical development of the pupils. Both organizations enroll approximately half the pupils of the school. The superintendent himself is scout master for "Fifteen-Teacher" community. Through scouting he also makes many valuable community and home contacts. Provision is also made for a rather extensive program in dramatics and music. The activity funds of the school provide for a group of lyceum numbers which are both educational and entertaining. The school owns a sound projector and the annual budget includes sufficient funds for the rental of films and maintenance of the machine.

The whole program is characterized by much activity on the part of several excellent staff members, but it is ineffective and lacking in purpose to the extent that it lacks continuity and direction. Well-meaning staff members do not know how to direct their guidance activities.

Early in the fall, the superintendent and principal worked out a follow-up study of three different graduating classes of "Fifteen-Teacher" School. Pupils who had graduated three, five, and ten years before were contacted. The results of the replies to the questionnaire indicated that some of the work being done by the "Fifteen-Teacher" School was good,

but much improvement was necessary to ensure more effective work. The superintendent and the principal presented the results of the study to a meeting of all the staff members in "Fifteen-Teacher" School. The staff meeting adjourned with the understanding that each teacher would scrutinize the cultural, social, and occupational values of his subject, and would present the evaluations at the next staff meeting.

The principal also planned to suggest how the administration could assist the faculty in improving areas believed to be in most immediate need of attention.

At the next staff meeting, each faculty member presented a rather accurate evaluation of the subjects he taught and the activities he sponsored. The principal then presented a plan for better organization of the guidance facilities in the school. The principal was to become the temporary counselor in charge of the guidance program, with the understanding that one of the present staff members would take guidance courses during the summer. This staff member would be relieved of part of his teaching duties the following year so that he could participate in guidance activities. It was planned to give the counselor approximately one period a day for each 100 pupils in the whole school. Each teacher was made responsible for gathering further information for the individual inventories of the pupils. The English teacher was asked to have each student write his autobiography, which was to be made available to the entire faculty; the mathematics teacher was made responsible for interpreting and posting the results of the standardized tests which had been given; and each teacher was assured ready access to the records of the pupils.

The principal and the superintendent named four pupils for careful case studies by the faculty, the data to be presented at the next staff meeting. Only one of these four pupils could be considered atypical; the other three were typical of normal children found in any school. The result of these case studies served a threefold purpose. First, it taught the faculty how to approach the study of boys and girls from an objective point of view, utilizing all material available. Second, it made the staff members conscious of the fact that each pupil is individually unique in many respects, his success in school depending upon the school's recognizing his uniqueness and making him aware of his natural endowment. The third purpose served by the case studies was to give help to the boys and girls who were studied. This method of utilizing staff meetings was so well liked that it was followed throughout the remainder of the school year. While only thirty pupils had been studied carefully by the end of the year, the principal had managed to work with other cases which had been referred to him by the faculty.

The more the staff members participated in the guidance program,

the more interested they became. During discussions with teachers from other schools, some new ideas were developed. Pupils, too, talked over the guidance program from their viewpoints. The result was a set of plans for the coming year that seemed reasonable and possible of accomplishment.

The staff members of "Fifteen-Teacher" School spent a very profitable evening meeting with a college guidance instructor and the state supervisor of guidance services in discussing and laying plans for the future. They agreed that considerable progress had been made in coordinating the activities of "Fifteen-Teacher" School, and that the guidance program seemed to be more unified. At the conclusion of the meeting the following goals were set up for the next year:

1. One of the staff members would be designated as a teacher-counselor. This staff member would teach one half day, spend the other half day as director of guidance and would counsel the pupils of the elementary grades and high school.

2. Methods of providing educational guidance for the sending schools in "Fifteen-Teacher" area were suggested and organized.

3. A coordinated testing procedure was set up. The entire staff would cooperate in giving the tests, and the machine-scoring facilities of the neighboring college were to be utilized.

4. The teacher-counselor and the mathematics teacher were assigned the general supervision of the testing, the recording of results, and the orientation of the other staff members in the interpretation of the results.

5. With the cooperation of the pupils, plans were made for a follow-up study. A new course, Problems of Democracy, was to replace Modern Problems, and it seemed that these pupils could learn much about education in a democracy by assisting with the study.

THINKING IT THROUGH

What practices were used in "Fifteen-Teacher" School which might serve as guides to other schools?

The author believes that three are particularly important. They are described below. What additional ones can you cite?

1. *The program was built around existing services.* This policy has proved sound in schools throughout the country. Probably one of the most important elements in its soundness is the attitude it engenders in those responsible for organizing the program. If they set about their task by looking for the strengths in the school, by searching for existing services which can become cornerstones in the program, they have a wholesome, positive influence on all staff members. Teachers can see that organization is a logical culmination for a number of scattered serv-

ices. Most teachers appreciate and accept improvements, but, like other people, are slow to accept something entirely new. Therefore, in starting an organized guidance program, existing guidance services should be recognized and utilized.

2. *The teaching staff was involved early in the planning and development of the program.* The superintendent and principal were aware of the need to help teachers become familiar with the guidance point of view. Wisely, rather than using lectures on guidance theory, the teachers were involved in guidance activities. The follow-up study and the case conference, for example, contributed to this objective.

3. *The administration provided the necessary leadership and support.* It did not force the program on the staff. Rather, it spent sufficient time to build an understanding and acceptance of organized guidance services.

The description of organizational activities at "Fifteen-Teacher" School indicated that the half-time counselor would be expected to counsel with both elementary and secondary pupils. What other services would you suggest be provided for the elementary pupils?

NOKOMIS HIGH SCHOOL[3]

The steps taken in establishing the organized guidance program in "Fifteen-Teacher" School have been briefly examined. The steps taken in Nokomis High School, Nokomis, Illinois, follow a similar, but not identical, pattern. The description of the first year of the organized guidance program in Nokomis is particularly illuminating because it points out the myriad little activities and decisions which consume the counselor's time. Those who have regarded the counselor's job as an easy task cannot fail to see the difficulties and perplexities involved in it. Here, then, is a behind-the-scenes account of the first year of an organized guidance program.

Nokomis High School is located in an agricultural and coal-mining section of Illinois.

The counselor, in specifying the date the program was organized, writes: "I say 'organized' because some form of guidance has been going on as long as there have been good teachers in schools, and our school was no exception." The program was begun under rather adverse conditions, among which were overloaded teachers, owing to the shortage of one teacher; a lack of money; and a very limited curriculum. Few of the teachers had any formal training in guidance. Their heavy teaching load made the prospect of in-service training rather gloomy.

Such factors made it imperative to begin on a small scale and to develop plans very slowly. It seemed to the faculty that any attempt to begin with a full-fledged program would be like building a house with-

out a foundation. They decided that a groundwork must be laid, not only within their own group, but also among the pupils, their families, and within the whole community. Instead of trying to tell people what guidance is, it was judged wise to begin a few basic guidance activities and gradually enlarge their scope until all phases had been developed and the whole school had been provided with guidance services.

The guidance program for the first year was quite simple. Many important phases were not begun or were merely touched on. The faculty at the end of the first year felt that the school had a sound basis on which to build plans for the years ahead.

The counselor expresses a sound point of view when she writes:

In organizing our program of guidance, our aim was to help *all* the students to understand themselves and the conditions of their environment, and to apply this understanding to a solution of their problems. Such problems might be classified as vocational, educational, and personal or social. Without organized guidance, the bolder student who recognizes a definite need may approach a teacher, ask for and obtain help; but not the shy student or the student whose difficulty is not even clear to himself. So, to help all the pupils in the best possible way was our ultimate goal.

Assisting students with vocational planning makes a good starting point. It is a definite, easily recognized, fairly universal need. And, once a discussion of a pupil's possible vocation in life is begun, what is more natural than to begin talking about which high school subjects he should take to lead to success in such a field, and what further training he will need? In this way, educational guidance is brought in naturally. Similarly, personal problems often come to light during interviews concerning vocational and educational plans. Even though you know that a pupil has a personal problem with which he needs help, it would often be tactless or appear prying to call him in and ask him about it. But, when the student becomes accustomed to coming to a counselor with vocational problems, he begins naturally to come with personal problems. Also, during the very process of assisting a pupil in solving a vocational problem, the personal problems, if there are any serious ones, begin cropping up.

This line of reasoning led Nokomis to begin organizing the guidance program to meet the vocational planning needs of its pupils. First, a survey was made, by means of a questionnaire, as to the types of occupations about which the juniors and seniors would like to know more. Then the counselor, assisted by pupils, began collecting information about these and other occupations in which students appeared to be interested. Careful selection of material avoided putting too much stress on the professional and "white-collar" jobs to the neglect of other types of work. It was recognized that this process of collecting material must be a continuous process in which new, up-to-date material replaces older material as conditions change. The counselor comments:

We did not have much money to spend. Generally it was more profitable to buy pamphlets than books. Books are more expensive and become quickly outdated. The few books purchased deal with principles, or those, such as the *Dictionary of Occupational Titles*, which contain such a large quantity of information that we considered them indispensable.

The school obtained a large amount of free or inexpensive guidance material from such sources as industry, the U. S. Government agencies, professional associations, and magazines. Not only was material concerning vocations collected, but also from many of these same sources pamphlets on social development, mental hygiene, sex education, guidance methods, training opportunities, and other such aids to guidance were secured. Lists of public and private schools of all kinds were collected. Many schools and colleges were requested to send catalogues.

All these materials except the books, magazines, and catalogues, were placed in file folders labeled with the name of the vocation or the field of guidance to which it applied. In these folders were also placed sheets which referred to material on this subject located in books and magazines. A four-drawer file cabinet was bought and placed in a little-used classroom which was utilized as a guidance room. One drawer was devoted to vocational material. In another, nonvocational counseling aids were filed under such headings as guidance indexes, guidance methods, mental hygiene, social development, personality problems, educational guidance, and sex education. In a third drawer were filed the pupils' individual folders which contain their personal records. This drawer was kept locked, but all teachers had keys. All the other drawers were open to pupils. The fourth drawer was used to file magazines. On a bookshelf were placed the catalogues from colleges and training schools and also all books on guidance. A table was used to hold the more recent magazines and other pamphlets of general interest. Chairs were placed around this table, and the file, reading table, and bookshelf made a "guidance corner" in the room which might be used by any pupils during free periods, except during an interview or guidance meeting. The counselor comments:

As there are interviews and meetings in the room sometimes, we had considered placing the file in the library, but there was no room; and also this arrangement has the advantage of keeping all the material where it is easily available during an interview. A bulletin board is used to call attention to new material, and for bits of news about vocational or training opportunities. The students began using our material as soon as they learned we were collecting it, so we believe this arrangement is satisfactory.

After enough material to make a start was received, meetings of groups of pupils interested in certain occupations were begun. An activ-

ity period on the schedule was used for these meetings. A teacher took charge of the group interested in occupations in his teaching field. These groups contained pupils from all high school classes. The number of meetings depended on the needs of the group; some met many more times than others. After a teacher had finished one series of meetings with a group, he began another series with pupils interested in some other occupation. Other interests were cared for individually. The school plans to continue meetings and also to bring in persons actually engaged in the occupation being considered.

Other guidance topics were worked into the ordinary classroom program. They were either placed in a subject distinctly related to the vocation, or, as in the case of English, the guidance material was used as a core around which the learning activities centered. Examples of this activity are a unit on personal and social development in the biology and home economics classes; a unit on types of work and one on general attitudes which help a person hold a job, as part of the general business course; and a consideration of important attitudes which aid in getting along successfully while working with others, provided in the sociology class.

As one means of helping the teacher to understand the pupil and the pupil to understand himself, a testing plan was begun. Intelligence tests, interest tests, mechanical, stenographic, clerical, and musical aptitude tests, and a simple type of social adjustment test were given. The results were recorded on the pupil's record sheet, enclosed in his folder, and used in counseling with him.

Just as this school is building other parts of the guidance program slowly, so is it developing record forms gradually. In the first year records were quite simple. The school started with a manila folder for each pupil, in which were placed his health record, tests, and a mimeographed form on which was recorded such data as name and address; education and occupation of parents; number, sex, ages, education, and occupations of brothers and sisters; the pupil's own previous education; his educational and vocational plans (which were usually worked out and written up in interviews); his interests, hobbies, and extracurricular activities; grades; and comments by the teachers.

After the first year's experience with the program, the counselor concluded:

Group guidance is very useful for some purposes. It saves time in imparting information which is of interest to a large number of students, and provides a social situation which is especially good for problems in social development. But, the counseling done in the personal interview was probably the most useful single technique. We believed that guidance should reach every person in school, so we decided to aim at interviewing each person in school at least

once during the year. In many cases, we knew, several interviews would be necessary, as various problems arose. But we wanted to be sure that each student had one interview in which he and the counselor could look over and discuss his test results, grades, and other information. In the light of his interests and his probable vocational field, we aimed at making a tentative plan for his high school schedule during this interview. *In many of these interviews, problems were brought to light which could be easily remedied, but which had been neglected in the past, either because they were unsuspected, or because no one considered that it was exactly within his field of activities to do anything about them.* For example, one senior had a very obvious speech defect which had gone untreated during twelve years of school, though it was recognized by everyone. Speech correction was arranged for, and the defect was so easily remedied that at the end of this year her speech is practically normal.

Interviews were scheduled far enough in advance to permit the counselor to have time to study the pupil's records and arrange to have the time free from interruption. As a rule, those pupils who showed a definite need were scheduled first. But care was taken not to do this to the extent that the pupils got the idea that the guidance program was just for those who had misbehaved, who were obviously maladjusted, or who were having trouble making their grades. The counselor reports her experience with arranging pupil interviews in these words:

At first we would suggest that a pupil might want to schedule an interview to look over test results, discuss his schedule for next year, discuss his vocational plans, or some similar reason. It has been very gratifying during the last half of this first year to find many of the pupils asking for interviews on their own initiative. We still have to watch for the shy pupil who is afraid to ask for help.

In our one year of work we have had an amazing variety of problems. Besides the problems mainly vocational or educational in nature, we have been approached by students worried because they cannot make friends, wanting to know what to talk about when with people their own age, worried about sex, feeling a compulsion to steal, trying to lose or gain weight and unable to stay on their diets, having trouble getting along at home, stammering, worried because they lose their tempers, having trouble concentrating on their school work, troubled about religion and death, and countless other things. It often occurs to me, when students present such problems, that it is bad that the majority of them say they cannot confide in their parents. I especially realized this when I once asked a girl who seemed extremely worried about religion and the reason in general for life, why she did not talk to her mother about it. I knew the girl's mother, and considered her a very intelligent, wholesome person. The girl gave me a peculiar look and said, rather bitterly, "I never talk to my mother." Later, while discussing her daughter, the mother told me the same thing. I wonder if we need parent education, or if there is often too much of an emotional tie-up between parent and children for there to be in-

timate discussion. As yet we have not done nearly enough interviewing of parents and visiting in homes.

Counselor Hague concludes her description of the first year of the Nokomis High School guidance program with a statement of plans and hopes for the future:

We have done nothing with placement, and little with follow-up. We are often unable to help students who need to adjust their schedules to their interests and abilities, because we lack teachers to teach these extra subjects and lack the money for such courses as shop work and art. We plan to expand our program next year to include more work with the parents and a follow-up program. We also hope to have more case conferences in which the faculty, and sometimes the parents, meet to discuss special cases. We wish to organize our program better next year, so that we can be sure that each child is getting all the help we are capable of offering him. We feel that we have only started our program, but hope to see it grow into an essential part of our school, which will make it truly a school in which every child may be increasingly self-directive toward being a happy, useful, well-adjusted personality.

THINKING IT THROUGH

Nokomis High School clearly illustrates additional good practices to be followed in the development of an organized program. Three such practices are enumerated below:

1. *The program was begun on a small scale.* It is foolhardy to attempt to do too many things in the initial phases of an organized program. A better practice is to limit services to the extent that each can be done well and can be used as a foundation for additional services. Note, for example, that in developing the vocational phase of the guidance program, Nokomis High School began with the relatively simple task of collecting information. It then introduced group meetings on a limited scale, as well as introducing a limited number of units into the regular curriculum. Finally, after this groundwork was laid, individual interviews were scheduled.

2. *Additional kinds of services were planned and will be introduced gradually.* In the last paragraph of her description, the counselor pointed out that additional services were planned. These additions are designed to overcome observed deficiencies in the first year's program. This is a more sound approach than simply to expand the program because theoretically certain kinds of services should be provided.

3. *The inadequacies of an unorganized program in serving all pupils were recognized.* The incident reported by the counselor of the girl with the speech defect clearly illustrates the shortcomings of depending solely upon "incidental" guidance. In this first year it was recognized, for example, that although many pupils voluntarily sought interviews it was necessary to schedule interviews for all pupils. For that

matter, it may be observed that even in well-organized programs it is essential that steps be taken to ensure that the proffered services are utilized by all the pupils who need them, and not just those who seek them. This statement should not be interpreted to mean that pupils are coerced into counseling or any other guidance activity. Rather, it means that the goal should be to have services so easily available and of such high quality that all who need them will use them.

Use the check list of services provided at the end of Chapter 2 as a guide to recording the services provided the first year at Nokomis High School.

Which kinds of services were provided?

Which kinds of services need further development?

ROOSEVELT HIGH SCHOOL[4]

In this section, a running history of the guidance program in Roosevelt High School, Honolulu, Hawaii, will be summarized. From this presentation, the reader will be able to see how the organized program was started and how it has changed over a seven-year period. At the conclusion of the chronology, comments concerning the program will be made.

In the fall of 1947, Robert Spencer, the principal, returned to the school from a sabbatical leave during which he studied the guidance programs of schools in California. He began talking informally with the teachers in his school about the guidance programs he had visited. In the spring of 1948 Mr. Spencer led a seminar for a number of interested teachers in his school. The group met once a week before school. Through readings and discussions, he tried to help the group members "catch the feel of guidance." It was his hope that this group's interests and findings would permeate the rest of the faculty and pupils when the guidance program was established the following fall.

In the fall of 1948, as part of the program there was initiated a "required, noncredit program for the fifth period each day." Mondays and Thursdays were devoted to orientation and safety instruction; Tuesdays were reserved for an all-school assembly. On Wednesdays the boys were required to report for drill and the girls engaged in intramural sports, study, or consultation with their fifth-period teacher, who was called their guidance teacher. Friday was reserved for special activities such as student government, class meetings, and so forth. Pupils were assigned to guidance teachers by ability groups, with boys and girls separated. At the end of the year, the principal stated:

The program has been anything but an unqualified success. There were a number of reasons for this: (1) The writer, in the capacity of principal and sparkplug had certain preconceived ideas that failed to click. (2) Preparation

and planning of details proved inadequate. (3) Instructional materials were insufficient and not fully understood. (4) Some teachers were passive, others unsympathetic, and quite a few were entire strangers to the plan in that they were new to the staff.

Another staff member evaluated the program by stating that it had resulted in diffusion and confusion in the minds of both teachers and pupils, primarily because of the fact that too much had been undertaken too suddenly. However, with no reflection on the administration, the lack of direction of the program seemed to be the main reason why it sagged in so many spots.

In the fall of 1949, a staff member was appointed to act on a part-time basis as the guidance coordinator. She was given responsibility for tying in the guidance program with other phases of the school. Her specific duties required her to (1) work with the principal in developing the group guidance program; (2) provide leadership and help for group guidance teachers, especially those who were new on the staff; (3) develop units of instruction and teaching outlines for use with guidance groups; (4) review and recommend new materials for purchase; (5) work with the audio-visual coordinator in previewing and recommending films and visual aids for use with guidance groups, and prepare teaching units for use with films; (6) maintain liaison with the Office of Occupational Information and Guidance in the Territorial Department of Education; and (7) plan and direct the testing program of the entire school. In addition to duties associated with the original group guidance activities, it should be noted that responsibility for testing was assigned to the guidance coordinator. This represented a significant expansion of the scope of the guidance program. During this year a professor from the University of Hawaii was engaged to offer an extension course in guidance for the faculty. "This course served as a stimulus to the faculty members to look into the present methods of operation and see if they could plan, as a group, to expand further the program for the following year. Many of the teachers who actively participated in the course were as a result better prepared to approach the problem."

In addition to the group guidance service, a counseling staff was organized to serve in the "roles of adviser, counselor, disciplinarian, attendance worker, liaison with the home, and in other capacities." The counselors were assigned to each grade level, and were supervised by a head counselor.

During the year 1949–1950, the "guidance period" was changed from five to three meetings per week. This was done because the upper ability groups "resented the intrusion of this 'extra class' which detracted from their academic preparation." This year the group guidance pro-

gram was no longer called "guidance." "Two years of experience taught . . . that high school students want and need guidance, but they don't want it shoved at them too bluntly." The program was changed to "orientation for sophomores, occupational information for juniors, and psychology for seniors." Mr. Spencer commented on another change in these words: "Something else we learned that we should have known is that high school youngsters don't want to be saved for nothing." Instead of giving no credit for the course, in the third year of the program it was decided to allow one-half unit for each year.

During the school year 1950–1951, the group guidance service was carried on in a different way on each of the three levels, but at all levels emphasis was put upon the pupil's understanding of himself. The sophomore orientation course, for example, stressed orientation not only to the school but also to the pupil himself and his future. The duties and responsibilities of the counselors remained essentially the same. The year was summarized in these words:

> The guidance picture became more and more a planned reality with all the services falling into a definite pattern to serve the students and the teachers. The testing program, with the use of those tests in classroom and counseling situations, was fully developed. Files of cumulative records were made more accessible to the teachers by centralizing them in the guidance room. Teachers seemed to be more aware of the interpretation of the tests, and often sought to use them.

In 1951–1952, the sophomore orientation was rescheduled as a double-period class with English. The two subjects were kept separate, with orientation taught only three days a week and the other two days designated as study halls. More emphasis was placed upon test interpretation. The class for juniors was a required one-semester course in occupational information. There were no changes in the psychology course for seniors. It continued to meet daily for one semester. The counseling setup remained the same. At the conclusion of this year, the following difficulties were noted:

> (1) Allowing only three periods per week instead of five for the sophomore orientation was psychologically wrong, as students felt it was not important. (2) Lack of pupil participation in discussions because groups were still too large. (3) Lack of movies because of scheduling difficulties. (4) Inability to get one booklet per pupil. (5) Program too separate from the rest of the school. (6) Dislike for the program on the part of a few teachers and pupils. And (7) not enough get-together between counselors and teachers of guidance.

During the following year few changes were made in the program, except that the number of counselors was reduced. But a committee worked this year on revising the program for 1953–1954. The soph-

omore orientation course was separated from English and was taught as a first-semester course meeting five days a week. It was taught by teachers who devoted their full time to the course. In the second semester, sophomores took the occupational information course which was previously placed at the junior level. The seniors continued to take the one-semester psychology course, which emphasized making plans for post-high-school living. During this year a survey of parents indicated that most of them warmly approved of the guidance program.

In 1954–1955 the program continued in much the same manner as in the preceding year. A significant change was the introduction of a unit in economic education, stressing conditions affecting the Hawaiian scene.

THINKING IT THROUGH

As did the previous descriptions, this brief chronology of guidance activities at Roosevelt High School has pointed up several important aspects of getting an organized program started.

1. *There must be some person to take the initiative in interesting the faculty.* Mr. Spencer, as principal, assumed this role. He wisely started by informally talking with teachers and then moved to the more formal seminar. Why did the guidance program fail to take hold after the seminar?

2. *The school must concentrate its efforts on those phases of an overall guidance program which it feels it can handle well.* One may question whether it was wise to place so much emphasis on group guidance, but one cannot doubt the wisdom of not trying to do everything the first year. The decision regarding phases for early emphasis should be based upon a careful analysis of the guidance competencies of available staff members. Here the Roosevelt program fell short. In view of the failure of many teachers to teach the guidance course in an adequate manner, it is clear that their competence was not accurately appraised before the program was instituted. Fortunately, in a few years this difficulty was corrected by selecting certain teachers with the required guidance skills and allowing them to devote full time to the guidance course. This made it possible for these staff members to specialize, and thereby improve the peculiar skills needed to teach such a course successfully. What are the basic dangers of taking too literally the principle "Do only what you feel you can do well"? What dangers are also present whenever guidance objectives are centered in one type of activity, such as group procedures or testing?

3. *The program must be continually evaluated.* The school is to be commended for its continuous effort to study the program and to improve it. Each year the program was reviewed, its strengths and weaknesses noted, and plans set in motion to make it better the next year. Certainly, the original organizers of any guidance program should rec-

ognize that their program must be under constant scrutiny. They should provide for evaluation by pupils, teachers, and parents. This was done at Roosevelt, with the result that the program was strengthened. How would you evaluate group procedures such as those tried at Roosevelt?

4. *Lack of coordination between teachers and counselors hampers a program.* The lack of coordination in the Roosevelt program led to unfortunate situations. That this would happen could have been predicted, however, because the program violated one of the principles stated in Chapter 4, namely, responsibility and authority for the guidance program must be centralized in a person or a "working" committee. At Roosevelt the principal performed his rightful tasks of providing inspiration, leadership, and facilities for the guidance program. He could not have been expected to care for the detailed day-to-day coordination without neglecting his other responsibilities. The correction of this defect in the second year by the appointment of a part-time coordinator was a step in the right direction. But many unfortunate attitudes and practices that had been established the first year were apparently continued. It will be recalled, for example, that even at the end of the fourth year unsatisfactory working relationships between counselors and guidance teachers were noted.

The relationship between the guidance program and the curriculum will be considered in a later chapter. At this point it is sufficient to note that the one thing that happened under the guidance banner at Roosevelt was really the introduction of a new course into the school's curriculum. Here guidance-oriented teachers, with the assistance and advice of their colleagues, identified a guidance need and demonstrated how the curriculum could be modified to meet the need. After courses are organized by guidance workers, should they become the responsibility of a curriculum committee or continue to be the responsibility of guidance workers?

SUMMARY

As long ago as 1940, Ruth M. Strang published, for the purpose of analyzing them, descriptions of several guidance programs which failed. This chapter has taken a more optimistic approach by describing successful programs. The conclusions Strang drew regarding the factors which make for success are very similar to conclusions drawn from the programs in this chapter:[2]

The local situation should be carefully studied in order to begin where students, teachers, and parents are. The program can best be developed by starting at this point.

The guidance program must grow from the cooperative effort of everyone involved.

Leadership for the guidance program must be provided. Previous training and experience, in addition to personal characteristics, must be such that the leader (counselor) can lead the staff and carry on the professional responsibilities of the program.

Setting attainable goals helps the guidance program maintain the quality of its services at a high level. It also ensures that a firm foundation will be built for further expansion of the guidance program.

Strang found that if these principles are violated, programs fail. Their observance makes for success in organizing a guidance program.

SELECTED READINGS

Cottingham, H. F., *Guidance in Elementary Schools,* McKnight, 1956.

This book devotes Chapter 11 to a discussion of initiation of guidance services in the elementary school.

How does Cottingham distinguish between (1) administrative policies that further guidance and (2) professional activities that foster guidance?

What specific suggestions for initiating guidance activities are made?

How would you use the "Report Card for the Teacher," which is discussed on pages 174–175?

Dunsmoor, C. C., and L. M. Miller, *Principles and Methods of Guidance for Teachers,* International Textbook, 1949.

Although this book deals primarily with the teacher's role in the guidance program, it sets forth in Chapter 2 an excellent list of twenty characteristics of an effective program.

Which of these characteristics should be given special attention in the initial phases of the program?

In the initial phases why is it desirable for a definite plan to be in operation for the evaluation of guidance activities and outcomes?

How can this be accomplished without interfering with the operation of the program?

Ohlsen, M. M., *Guidance: An Introduction,* Harcourt, Brace, 1955.

The first chapter of this book is concerned with the organization of a guidance program.

What is Ohlsen's point of view regarding the working relationships among staff members?

Do you think the contrast between Washington High School and Carpenter High School is realistic?

What factors other than those cited by Ohlsen might have contributed to the failure in the Washington School?

SOURCES OF INFORMATION

Secured from Published Materials

1. Bedell, R. C. (ed.), *Basic Guidance,* State Department of Education, Lincoln, Neb., 1948, pp. 51–57.

2. Strang, R. M., "Why Guidance Programs Fail and Succeed," *Education Methods*, vol. 19, 1940, pp. 321–326.

Secured from Schools

3. Louise Hague, Director of Guidance, Nokomis High School, Nokomis, Ill.
4. Ivah Wilson Feiteira, Chairman, Guidance Committee, Roosevelt High School, Honolulu, Hawaii, supplied the author with "A History of the Guidance Program at Roosevelt High School," by Thelma K. Harris, Counselor. All quotations are from this document.

6 THE SERVICE OF ORIENTATION

STARTING IN A NEW SCHOOL is not a happy experience for all pupils. Were not social pressures in operation, many freshmen would behave as kindergarten children do on the first day of school. They would cling tightly to mama's hand for support and comfort in this strange and perplexing school. But our mores make the freshman go to school alone, and many feel alone for a long time. At the elementary level, even if mama comes along, many pupils have fears, too. At all levels it is common for new pupils to fear the teacher, to be afraid of not finding their way around the building, and to fear the older pupils. Problems of getting adjusted to the new school are not confined to the shy or to the less intelligent pupils. They are common problems, and it is for this reason that group methods are effective means of dealing with them. The service which is given to pupils to help them adjust to the new school is called orientation.

Providing for the orientation of new pupils is not a recently devised procedure. This phase of the guidance program antedates many of the other services. There is a new aspect, however, that orientation is now recognized as a service for which definite provisions must be made. It is no longer considered a paternalistic service, nor it is viewed as an extra frill that makes pupils a little happier. The current view of most educators is that orientation is a necessary service, one that pays dividends in pupil adjustment. Pupils are helped to make better, as well as faster, adjustments to the school. Evidence accumulated over the years makes it clear that pupils who are, or feel, out of adjustment with their school environment make poorer scholastic records than expected.

The value of orientation is also recognized by agencies other than

school. Many industrial plants have established elaborate orientation procedures. Their value has been proved in dollars and cents. During the Second World War the Armed Forces were continually expanding their orientation activities. The major portion of basic training, or boot camp, was intensive orientation to military life. Some churches have for years insisted on an orientation process for new members in the form of a series of meetings. These are but a few examples to illustrate the wide use of orientation procedures.

PRINCIPLES FOR ORIENTATION SERVICES

Critics of orientation, and there still are a few, have been vocal on certain weaknesses. Fortunately these weaknesses are not inherent in the orientation process. Careful planning for the extension of orientation services can overcome these inadequacies. Each of the next three paragraphs presents a principle which, if adhered to, will overcome one of the major shortcomings of many programs.

The orientation service should reach all pupils in new school situations. It is not enough to plan an orientation service only for entering first-graders, for new pupils in junior high school, or for high school or college freshmen. The transfer pupil is as much in need of assistance, even though he comes in the middle of the year, as is the pupil who enrolls in the fall. To care for the needs of the transfer pupil may require individual rather than group procedures. Schools must recognize his needs and make provision for him. Certainly, with the increasing mobility of the American family, we cannot expect to return to the good old days when transfer pupils constituted a negligible portion of the enrollment. Orientation procedures have traditionally been concentrated in the opening days of school. Late registrants have frequently missed the group orientation experiences, and few schools have provided substitute experiences. Ironically, a larger number of schools require make-up work for subject matter missed, on the grounds that it is basic to further study. How much more basic to study is the adjustment to the new school situation. The orientation service should make provisions to reach all pupils.

The second principle is that *orientation is a continuing process.* This is one of the most frequently ignored principles. The orientation activities are confined to the first day in some schools. The persons who plan such a limited exposure must have remarkable faith in the efficacy of their orientation process. To expect that in one day—even a long one—pupils can gain the necessary knowledge and appreciation to make a satisfactory adjustment to the new school is, in the author's opinion, fool-

hardy. As a minimum, the pupils should have specialized help for the first term. The first day may cover such items as a knowledge of the school building and rules. But during the semester pupils must make decisions regarding such things as attendance at school functions, participation in extracurricular activities, and utilization of sources of help on problems. Satisfactory adjustment in these and other areas does not come from being told. It comes only from an understanding in terms which are consonant with personal attitudes and motivations. Some pupils will require individual counseling before they can make these adjustments; for most pupils, group procedures will be sufficient. But the orientation service must include definite provisions for identifying those pupils in need of counseling. All pupils can profit from a continuing orientation service; a few may reject the proffered assistance, but most will eagerly accept it.

The orientation service should be planned to assist pupils in a wide variety of areas. A new pupil needs to make many adjustments. He must develop a satisfying place for himself in the classroom and out. New friendships must be made, and the feeling of belonging to the group established. The rules and mores of the school must be understood. The list could be extended indefinitely; each pupil has his own special adjustments to make. Some pupils will make poor adjustments despite orientation activities; they are not a panacea for all adjustment problems of all pupils. For pupils who fail to make satisfactory adjustment, the usual group procedures do not hold much promise for remediation. Pupils with long-standing or serious adjustment problems are not likely to be helped in overcoming them by the typical orientation service. Orientation in this sense is not therapy, but rather a preventive measure.

In organizing orientation procedures, as many pupil problems as possible should be anticipated. The failure of pupils to make satisfactory adjustments may furnish valuable clues for anticipating other problems. But they should not be the only source. Those who plan the activities can profit by thinking through from the pupils' angle the adjustments which must be made, because not all failures will be serious enough to detect. The fact that a pupil does not find a satisfying place in the activities of the school may not come to the attention of any school official. Yet it is likely that he would be a more efficient student if this phase of his school life were more gratifying to him. Once the list of anticipated pupil problems is compiled, those which hold promise of being prevented by group procedures should be selected as the core of the orientation service. Such a method will result in a service designed to assist pupils in making a wide variety of adjustments to the school.

THINKING IT THROUGH

The three principles enumerated above can be summarized in a single statement: the school's orientation procedures should be a continuing service to all pupils, each of whom is in need of assistance, in making a wide variety of adjustments in a new school situation. In essence, this statement describes an adequate orientation service.

Imagine that you are a pupil just entering the first grade, or that you are an entering freshman in high school. Make a list of all the things about the school you would wish to know.

After you finish your list, check the items which you think most pupils would want to know. The checked items, if your list is reasonably comprehensive, will indicate the desirable scope of an orientation service.

Were you surprised by the large number of items? Most adults are, because once a pupil has adjusted to the school, he tends to take as a matter of course the numerous details which had originally perplexed him.

WHEN TO PROVIDE ORIENTATION

Orientation can be thought of as taking place at three times: preceding entrance to the new school, the first week in the new school, and during the first term. Preentrance orientation has as its major objective the creation of general attitudes favorable to the new school. Because it takes place long before the need for specific information is felt by the pupil, the program must deal in more generalized concepts. To illustrate, the familiar "summer roundup" is a commonly used orientation device for pupils entering the first grade and for their parents. At that time, pupils are eager to see the room in which they will be located. They might want to look around the building, but they are not ready for detailed information about fire drills, school rules, and so forth. At the secondary level, for example, a discussion of the kinds of extracurricular activities is an interesting and useful topic for preentrance orientation; but explanation of details of the schedule for club meetings on school time is inappropriate. If possible, preentrance orientation should be provided before the child leaves the security of the home. Once he is in school, it should be provided before he leaves the familiar setting of his old school. Steps should be taken to create favorable attitudes toward, and a general understanding of, the new school before he actually enters it.

The most concentrated orientation should take place during the first week that a pupil is in a new school. It is at this time that many

trivial problems can add up to a seemingly insurmountable barrier for the pupil. Some critics incorrectly claim that orientation services are so largely concerned with trivial points that they are a waste of time. In this attention to small details lies one of the strengths of a well-organized orientation service. The details of participating in the hot-lunch program are so simple as to become automatic in a week's experience. But to the new pupil in the first grade or in high school, myriad questions arise: "Where do I get straws?" "Can I have dessert?" "Does it cost more with two slices of bread?" "Can I bring sandwiches from home to go with the hot dish?" "Where do I pay?" A few minutes in the hot-lunch room on a tour of the school can answer most of the pupils' questions. Such a procedure will keep luncheon from becoming the terrifying experience some new pupils might find it.

The range of topics which must be discussed with new pupils is great. One of the major tasks of orientation planners is to establish a priority for handling them. Thus, finding one's way about the building is of high priority, while use of the library ranks relatively lower. The needs of the pupils demand that the first week be a period of heightened orientation activity.

Not all problems that pupils have in adjusting to the new school can be anticipated. Even if they could, they could not all be cared for during the first week. These are two important reasons for planning for an orientation service which continues through the first term. It provides time for treating those topics of relatively low priority. A continuing series of activities also makes it possible to provide for needs as they arise. The major objective of this part of the orientation service should be to ascertain that each pupil is making a satisfactory adjustment to school. For those who are not, remedial action must be planned. Some remediation may be accomplished by group procedures, but it is likely that the pupil with a problem will require individual attention. The necessity for continuing assistance makes this attention essential to all orientation services.

ORIENTATION DEVICES AND ACTIVITIES

In succeeding pages a variety of devices and activities useful in orientation services will be presented. Many will be useful in each of the three phases of the service just discussed. Some will be appropriate at the elementary level, others at the secondary level, and still others at both levels. Those described in the following pages were selected for their potential usefulness with minimum modification in a variety of schools. The reader should note that a careful selection of procedures would make it possible to have an orientation service in any school.

Budget and space limitations are relatively inconsequential handicaps to orientation activities. Professional training helps the guidance worker play his part more adequately, but a person without guidance training can, by study on his own, prepare himself to conduct many aspects of an orientation service in a reasonably satisfactory manner. In addition to its feasibility in every school, there is another reason for stressing the orientation phase of the guidance program. Orientation is preventive —it is intended to prevent pupil maladjustments. Since many schools may not be able to provide guidance programs designed to correct maladjustments, it behooves them to give special attention to preventive measures.

Visits by Pupils to the Future School

Most pupils in elementary schools have vague ideas about high school. Perhaps they have gone to the high school for class plays or ball games. Older brothers and sisters may have told them about the school. From many sources they have gleaned bits of information. These have been combined to form a concept of the high school. For some, the building with its laboratories and special rooms full of typewriters or machinery, populated by the "big kids," appears to be a chamber of horrors. Others view the high school as just another school, much like their present one. Both these viewpoints are founded on misconceptions. The objective of having pupils visit their future school is to assist them in obtaining a realistic concept of it. Activities and devices which can be used to facilitate the visit are discussed in the following paragraphs.

An assembly program followed by a tour of the school was used in the Bloomfield High School, Bloomfield, Connecticut. A typical program is reproduced below. The program was duplicated, with an attractive cover, and made available to each new pupil. In addition to the program, the names of all incoming eighth-grade pupils were listed. All the items on the program except the first were cared for by pupils who had attended the school the previous year.

BLOOMFIELD HIGH SCHOOL ORIENTATION PROGRAM

- Greetings and Introductions of Faculty Members
- Why I'm Glad I Decided to Go to High School
- Why You Should Consider High School
- Values of Participating in School Activities
  - Salmon Sheet
  - Boys' Sports
  - Girls' Recreation Association
  - Honor Society
- Importance of Careful Planning
- A Get-acquainted Tour

The orientation program for incoming pupils at Herkimer High School, Herkimer, New York,[12] differed from the Bloomfield program in that all presentations were made by faculty members and they dealt with graduation requirements and course descriptions. The program is reproduced below.

HERKIMER HIGH SCHOOL ORIENTATION PROGRAM

Greetings	Mr. Patterson, Principal
Purpose of the Program	Mr. Patterson
Requirements for High School Diploma	Mr. Nelson
College Entrance Diploma	Miss Larkin
Vocational Stenography and Office Practice	Miss Matis
Home Economics	Miss Masters
Cooperative Retailing	Miss Powers
Art and Mechanical Drawing	Mrs. Anderson
Industrial Arts and Vocational Machine Shop	Mr. Morgan
Closing Remarks	Mr. Nelson

THINKING IT THROUGH

Evaluate and compare the Bloomfield and Herkimer programs. Here are some questions to guide your evaluation.

Which program provided more opportunities for participation by the pupils being oriented?

Which dealt with topics having more appeal to pupils?

Which provided more opportunity to learn to know the faculty? the school building? the curriculum? the extracurriculum?

Plan a program which combines the best features of each program.

The Hutchinson High School, Hutchinson, Minnesota,[3] had a rural education day. Rural eighth-grade pupils were invited to the school for the entire day. During the morning they visited classes with guides who had been visitors the year before. At noon a special luncheon was held for them. At this luncheon they were introduced to the superintendent of schools and the heads of special departments in the school. In the afternoon rural pupils were the guests of the senior class at the class play matinee.

Not all visits by pupils to their future school need be group affairs. Naperville High School, Naperville, Illinois,[6] makes a point of inviting eighth-grade pupils to visit the high school individually. This school extends an invitation to the pupils in surrounding rural schools and a local parochial school, in addition to working with eighth-grade pupils housed in the same building. A high proportion of pupils who visit the high school do so in company with their parents. This individualized approach has much to recommend it, provided (1) that a school has the

time available to host adequately each of the pupils and (2) arrangements are made so that *all* pupils are served by the program and not just those who are aggressive enough to take advantage of the opportunity.

A few schools have prepared exhibits to depict the offerings of the school. These exhibits were prepared and explained by pupils. Some have arranged quiz programs to follow the tour of the building. The questions asked were selected so that they emphasized the points to be remembered. Small groups have been organized to meet in turn with the various teachers of subjects required of freshmen. One school has the freshmen of the previous year act as big brothers and sisters for the next year's class. On the day when the future pupils visit the school they meet their big brothers or sisters and spend the day going to classes, lunch, and club meetings with them. Whatever activities are scheduled during the visiting period, their object should be to help the prospective pupil gain an understanding of the school.

Visits by Personnel from the Future School

Instead of having pupils visit their future school, some schools arrange to send representatives to meet with prospective pupils in their present school. In some high schools arrangements are made for the counselor or a teacher to visit the elementary schools from which their pupils come. Others ask a few pupils to return to their former schools and discuss the program of the high school. These visits are frequently much easier to arrange than having all prospective pupils visit the school. The complications that result when a larger number of pupils must be transported and cared for during a day make it impossible for some schools to consider an open house for future pupils. The relatively smaller number of persons involved in visiting the sending schools makes it an orientation practice which is possible in all schools.

The Greenbelt High School, Greenbelt, Maryland,[4] has its counselor visit each sending school in the spring. In a meeting with prospective high school pupils she describes a typical day at Greenbelt High School. To add interest to the meeting, the school papers and the yearbook are displayed. The school clubs, activities such as plays, and other events are described. Then the courses offered are summarized and each pupil is given a mimeographed description of courses and requirements for graduation. The meeting is then turned into a question period. The counselor is considering taking several pupils with her in the future to present their views on various phases of the school. At the time of this visit, the counselor also confers with principals or teachers about any unusual or problem children. She is thus able to prepare a list of pupils who may need special attention when they come to high school.

Counselor Barker's description of the orientation procedures for the Community High School, Dupo, Illinois,[1] may be paraphrased in these words:

> We visited all grade schools in our district to preregister all eighth-grade pupils and to leave intelligence, language, and arithmetic achievement tests for the teacher to give. In addition, the teachers were asked to fill out a two-page questionnaire for each pupil on his abilities, interests, and personal and social characteristics. The results of these tests and questionnaires were kept in mind when we visited the homes of these pupils in August for a conference with the pupil and his parents. The purpose of the visit was to become better acquainted with the pupil and his parents and the environment in which he lived. It also gave the pupil a chance to ask questions about the school and to change his registration if he wished. In the fall, the week before school started, we had an orientation (or freshman) day, at which time we asked all new pupils to come to the school for some three hours so that we might tell and show them more about the school. At that time each pupil was given his class schedule, and then we ran through a day's schedule, allowing just a few minutes for each class. This gave the pupils a chance to locate the classrooms and thus avoid considerable confusion at the beginning of school.

The Dupo activities are particularly good in two respects: (1) valuable data about the incoming pupils are collected from the sending school and (2) the group aspects are followed up by the individual interviews with each pupil and his parents.

The visiting of sending schools is a workable procedure for most junior and senior high schools. The assistance it provides incoming pupils justifies the practice, but additional benefits are equally valuable. Since they appear as by-products, their worth is sometimes overlooked. Interschool visitation provides opportunities to acquaint teachers in the lower school with the higher school; to secure information about incoming pupils; and to meet in conference with administrators, counselors, and teachers to discuss methods for improving articulation between the schools.

The Pupil Handbook

The pupil handbook can be one of the most effective orientation devices. It is not always so. Some of the considerations that increase its effectiveness are discussed in the following paragraphs.

The handbook will not serve its intended purpose unless it is revised constantly. The revisions are usually minor, but if they are not made, the handbook has less usefulness. Pupils quickly sense its limitations. The style of writing and the format greatly affect the readibility of any publication. These should be given careful attention. Saving a few minutes by not carefully editing the manuscript or a few cents by using

cheap paper and typography is penny-wise and pound-foolish. Since reading the manual is usually voluntary, it should be as attractive as possible.

A plan must be formulated to encourage pupil use of the handbook. It is not enough to pass out the books and let it go at that. Some schools arrange to study the handbook during home-room periods. Others include a unit in the handbook in freshman English or social studies. A few schools distribute the handbook to sending schools for use in their home rooms or regular classes. Definite provisions must be made to increase use of the handbook.

The topics included in student handbooks are so varied they almost defy summarization. Rather than using a tabulation of items contained in many handbooks, a more representative picture can be presented by reproducing the outline of one which is typical of the better handbooks. The following outline was prepared by the faculty and pupils in Santa Ynez Valley Union High School, Santa Ynez, California,[7] for their handbook.

Title page
Introduction
Welcome
Student creed
Table of contents
School calendar
Activities calendar
List of student officers
History and description of Santa Ynez Valley Union High School
Government and organization of Santa Ynez Valley Union High School
  Trustees
  Staff
Student organizations and activities
  Student body (purpose, etc., a general statement)
  Student council
  Student-body finance
  Class organizations
Clubs, such as Future Farmers of America, Lettermen, and Girls' Athletic Association
Student committees, such as safety, health, conduct, and handbook
Publications, including the school paper, yearbook, student body constitution, and handbook
Miscellaneous student activities or services
  Student librarians
  Student assemblies discussing plans for programs, desired behavior, and similar topics
  School parties described and statements concerning provisions for guests, need for planning them carefully, cleaning up, and conduct

Awards
- Scholarship awards, such as university and college scholarships, scholarship pins, Pepsi-Cola scholarship contest, and similar awards
- Activity and service awards, including senior service awards, music awards, F.F.A. Bankers Award, Boy's State, Girl's State, Lions Club Speaker's Contest, V.F.W. Auxiliary Essay Contest, and Lions Club Safety Award
- Sports awards, explaining the letters in interscholastic sports, Girls' Athletic Association letter awards, volley ball tournament award, D. H. Hall intramural track trophy

Traditions of the school
Guidance (general statement of arrangements)
Attendance, absence and tardiness, excuses, and withdrawal from school
School services, explaining the library, health service, lunchroom, transportation by bus, locker service, telephone service, school supplies
Songs and yells
Index

The Santa Ynez handbook omits descriptions of courses and graduation requirements. In Santa Ynez a separate, mimeographed Registration Bulletin presents this information to pupils. Course descriptions are frequently included in handbooks published by other schools. The Depew Public Schools, Depew, New York,[15] publish an attractive *Junior-Senior High School Students' Handbook* containing course descriptions, each of which is accompanied by a picture illustrating some activity of the course. It also contains a page on which the pupil can outline a four-year high school plan. The Reno High School, Reno, Nevada,[14] has a handbook including the construction of the student-body government. A handbook prepared in Williamsport Junior High School, Williamsport, Maryland,[2] is unique in that it is the work of seventh-grade pupils and is dedicated to sixth-grade pupils. The handbook in Central High School, Aberdeen, South Dakota,[11] has a tear sheet which is to be signed by the pupil and one of his parents after they have read it.

If a school has a guidance program, it is important that a description of it be included in the handbook. The student council at Quakertown High School, Quakertown, Pennsylvania,[8] issued a handbook which described the guidance program in these words:

GUIDANCE PROGRAM

This service seeks to help pupils in every way possible. It covers particularly those areas of the pupil's life in school which are not cared for in regular classes or activities. It is concerned with their present work and their future plans. More specifically the purpose of this service is to assist pupils in problems such as:

1. Adjusting themselves to their new school surroundings.

2. Making a choice of courses and electives which will prepare them for their vocational choice.
3. Securing information about various occupations.
4. Making a selection of a field of vocational interest.
5. Developing desirable personal characteristics which will make pupils better citizens everywhere.
6. Developing satisfactory social behavior.
7. Making progress in their various school subjects and activities.
8. Making a choice of extra-curricular activities, so they may be prepared to use their leisure time well.
9. Choosing a school in which to continue their education beyond the high school and planning courses and electives to meet the necessary entrance requirements.
10. Obtaining employment after graduation.
11. Helping graduates with readjustments whenever called upon to do so.

A class in occupations is conducted once a week for every section in the ninth grade.

Pupils are interviewed by the guidance counselor throughout the school year. Individual counseling is available to all pupils. Any pupil having a problem should consult the counselor who is available at any time when not conducting a class.

This guidance service has been extended to the eighth-grade pupils from neighboring school districts who are planning to enter our high school. They are given tests and interviewed individually to help them select their courses and electives. They are also given help in orientation.

The Small Group Meeting

The small group meeting has been found to be a particularly appropriate technique for orientation. It can serve as a happy compromise between the ideal of dealing with each pupil individually and the practical necessity of orienting a large number of pupils at one time. Traditionally, the elementary school has made more use of small groups than have other educational levels. Elementary teachers have made excellent use of such groups within the classroom, for example, in the teaching of reading.

At the elementary level, the most important goal of the orientation service is to develop in pupils a favorable attitude toward school. The procedures should be designed to make pupils feel comfortable in the new situation. One of the best ways of doing this is to use small groups to develop friendships among pupils. One teacher, for example, on the first day of school divides his first-graders into groups according to the neighborhood in which they live. The result is that in each group there are usually several children who have played together and are well acquainted. These groups are used within the classroom and on the play field. After the members of each group become well acquainted, which may take as long as a week or two, he consolidates them into larger

groups, and these groups are in turn merged until he has one large group. This plan has the advantage that children always have the security of being in a group of friends but are not allowed to form a clique because as soon as the members of one group are well acquainted with each other, the group is integrated into a larger one.

Of course, in the effort to instill a favorable attitude toward school, one should not lose sight of the second goal of providing new pupils with the information they need to get started in the school. At the elementary level, because the teachers and other staff members assume more responsibility for the pupil, the amount of information is relatively small in comparison with the secondary school. Hence, an informal approach within each classroom is usually satisfactory.

At the secondary level, the information-giving aspects of the program must be planned carefully. At this level, the small group meeting can be used successfully on that crucial first day of school. Because pupils may during such a meeting form impressions which may take weeks to change, time used for careful planning of this meeting is likely to pay higher dividends than equal time spent planning other phases of the orientation program. Perhaps the best way to lay plans for this opening meeting is to form a small committee of pupils, teachers who are to be in charge, the school principal, and the counselor. Within its membership, such a committee has four important points of view represented: pupils, instruction, administration, and guidance. It should be remembered that such a committee is a "working" one, hence, members must be chosen because of the contribution they can make rather than because they represent a segment of the school population.

The conducting of these meetings calls for the application of sound principles of learning and teaching. A discussion of these principles is beyond the scope of this book. Descriptions of several unusual activities may, however, suggest others which can be used as media for applying these principles. In one school, getting acquainted with the building and with each other is facilitated by a contest among the groups on preparing a map of the building. In another, a "scavenger hunt" is used, with each team required to secure information about the school by observation and by interviewing pupils and faculty members.

Helping pupils get acquainted with one another is an important part of the first-day meeting. This can be done by several methods, depending somewhat upon the age and maturity of the members and upon how well they are acquainted. One method used is to have the pupils work in pairs, each asking the other questions. A short time can be allowed for this. Then as each pupil is called on by the home room teacher, he gives the information he learned from his partner, and in that way introduces his partner to the whole room. Information that may be secured would include name of partner, former school attended, where he

lives, and what he did during the summer. Another method of introducing pupils is to have each one rise and announce his own name, where he lives, what school he came from, or similar information. These points are written on the board. In groups which are newly organized and in which pupils know each other well, some time should be spent in renewing acquaintances, having pupils tell of their vacation experiences, and the like. In every group, attention must be given to the new pupil who does not have friends in the group. The major purpose of this meeting is to "break the ice" and get pupils to feel at home.

One of the mistakes frequently made is the attempt to accomplish too much in the first-day meeting. The meeting should (1) give pupils a feeling of belonging, and (2) provide them with information they need to get started in the new school. To neglect either of these purposes or to try to go beyond them reduces the productivity of the meeting. The results of neglect of either phase need not be labored, but the difficulties in adding other purposes merit some discussion. Some schools have tried in a one-hour session to complete a study of the high school manual. Pupils became confused because they could not assimilate the material presented. One school tried to complete the election of officers in the home rooms, in addition to other activities, during the first day. Only a few pupils in the home room were acquainted. They nominated and elected their friends. As the year wore on, the in-group became unpopular and defensive. Instead of fostering a feeling of belonging to the group, this meeting sowed the seeds of dissention. The group meetings on the first day of school should be confined to providing essential information and creating favorable attitudes toward the school.

Parent Meetings

The role of the parent in helping the pupil become adjusted in school should not be overlooked. Frequently, parental attitudes or demands have as much to do with the pupil's adjustment as do events within the school itself.

Elementary schools typically provide for more parent meetings than do secondary schools. And for a variety of reasons they get more parents to participate in events planned for them. The orientation of parents of first-grade pupils is usually directed to such areas as informing parents about school rules, helping them determine and accept reasonable expectations, and giving them an understanding of the teaching methods used, in order that parents can see what their role should be in facilitating the work of the teacher.

Although orientation meetings for parents are less common at the secondary level, they are used successfully in many schools. The Nebraska City Public Schools, Nebraska City, Nebraska,[10] annually send an invitation to the parents of eighth-grade pupils to attend an evening

meeting. The invitation from the superintendent of schools contains this paragraph: "The purpose of this meeting is to explain to the parents what opportunities are offered to children who will be registering for High School in a few days. Any questions you may wish to ask will be answered." Involving parents in the orientation is a wholesome activity because of their potential effect on their children's attitudes toward school.

Get-acquainted Quiz

The Bloomfield High School[16] has found that a short quiz is effective in stimulating new pupils to become familiar with the school. The quiz, which is reproduced below, is duplicated in sufficient quantities for each new pupil to have a copy. At the opening welcoming assembly the quiz is distributed. Pupils carry it with them all day and turn it in to the home-room teacher.

Greetings, Freshmen!
Welcome to Bloomfield High School

GET-ACQUAINTED QUIZ

Directions: Fill all blanks with the correct words.

1. The number of my home room is _____
2. My home room teacher's name is _____
3. There are _____ girls and _____ boys in my home room.
4. Three members in my home room whose names I have learned today are _____, _____, _____
5. The subjects I am taking this year are _____, _____, _____, and _____
6. I have to go to rooms _____, _____, _____, and _____ for my classes.
7. My teachers' names are _____, _____, _____, and _____
8. The principal's name is _____
9. His office is located on the _____ floor.
10. One thing our principal told us this morning was _____
_____
11. The library is located on the _____ floor in room _____
12. One thing which makes this school different from the one I attended last year is _____
13. The names of my textbooks are _____, _____, _____, and _____
14. Some questions which I would like to have answered about my high school course are:
    a.
    b.
    c.
    d.

_____
Your name

Of particular interest is question 14 on the quiz. Answers to it provide many leads for the home-room teacher.

The Home Room

Much has been written concerning the strengths and weaknesses of home rooms. Home rooms have been discussed so much that most educators are "for" or "against" them. The controversy appears to rest on a discrepancy between theory and practice. The theoretical justification for the home-room plan is sound. In practice, the theory is so frequently violated that the majority of home-room programs are failures.

Not all the activities of the home room are part of or contribute to the guidance program. Such matters as taking attendance, selling tickets to the class play, or reading announcements are essential school activities, but they are not guidance functions. Because the home room is a very convenient method of handling administrative and extracurricular chores, its guidance function has been usurped in some schools. It is this sort of home-room program that comes in for sharp criticism by guidance workers.

A discussion of the many principles and practices of effective home-room programs is beyond the scope of this book. Such material may be found in publications included in the bibliography at the end of this chapter. However, this omission does not imply that these general principles can be overlooked when the home room is used for orientation purposes. From the home-room point of view, the orientation function is a small part of the total job it has to do. From the viewpoint of the guidance program, orientation is one of the most important tasks of the home room.

The home room is usually a very satisfactory means of organizing the small group meetings which were previously discussed. It has the advantage that the first-day meeting is not an isolated experience, rather it is the beginning of a continuing program. And to attain maximum effectiveness, an orientation program must be organized as a continuum, not as a number of discrete events. The Marshall Junior High School, Marshall, Minnesota,[13] devotes the first-semester home-room programs in the seventh grade to orientation. The outline of the topics covered in this first semester is given below.

FIRST SEMESTER—ORIENTATION

I. Adjustments to junior high
   A. Rules and regulations of the school
      1. Bells
      2. Absence and tardiness

3. Classrooms, library, auditorium, etc.
4. Teachers
5. Passing to classes, etc.
6. Lockers
7. Dismissal

B. Acquaintance with school organizations (these are explained and discussed, each pupil being urged to find his place in at least one)

C. How to study

D. Acquaintance with report cards and method of marking (this is put in shortly before cards go out the first time)

II. Organization of home room

A. Choosing candidates

B. Election of officers

C. Appointing committees

D. Conducting business meetings

III. Our school

A. History (local)

B. Buildings

C. Faculty

D. Care of property

IV. Effects of absence and tardiness

A. On the group

B. On the individual

V. Self-improvement

A. Personal appearance

B. Personal characteristics

C. Disposition and personality

D. Manners

E. Scholarship

F. Associates

VI. Improving our school

A. Classroom

B. Halls

C. Assembly

D. Activities

The Marshall program provides for a desirable continuity in the orientation program. When home rooms are organized and conducted in accordance with sound principles, they assist pupils in making a satisfactory adjustment to their new school.

Preregistration Communications

It is often desirable to provide incoming pupils with specific information prior to the opening of school, as is done in the Nebraska City High School,[10] which sends a postal card to all new pupils a few days before school opens with the following legend.

WELCOME TO NEBRASKA CITY HIGH SCHOOL

School opens Wednesday, September 1. The building will be open at 8:30.
You should be in your home rooms by 8:50.
Your home room will be room _____.
Report directly to your home room. Your class schedule will be there and you will be given information about the morning's program there.
Your locker number is _____.

Other schools supplement their regular orientation procedures by using a preregistration communication to begin the development of attitudes in addition to supplying certain information. Such was the intention of the counselor at the Corning High School, Corning, Iowa,[9] who sent the following letter to incoming pupils.

Dear Student:

It is with a great deal of pleasure that I anticipate the coming school year and the possibility of getting acquainted with you, thereby making a new friend.

Through this letter I should like to tell you something of the guidance service that will be offered to you this year. First of all, the guidance office will be room 18, which is located on the third floor. I shall be in the office except when teaching a class, so it should be possible for you to see me whenever you wish. The guidance service is for the use of the students of Corning High School. The more use you make of this service, the more benefit will be realized by you and the entire school. It is my hope that I can help you realize a solution to your problems, whether they be personal, social, scholastic, or vocational. You should know that anything that is discussed between you and me will be kept strictly confidential on my part. To help reach solutions to those problems that every student has, I need to know certain things about you as an individual. During the school year there will be various items for you to complete whereby that information will be obtained. I should like to ask your cooperation in doing these things honestly and to the best of your ability. It would be unfair to you for me to base an opinion on information that is not true of you; therefore, there must be complete honesty in our relations.

Please feel free to call on me for help at any time. If you have nothing in particular that you want to discuss, please consider this an invitation to come in to get acquainted. I know that Corning High School, like all other schools, has its problems. Don't let these problems get out of hand—come in to get them settled quickly. One of the problems a lot of students have is how to study. I am adding a sheet that may be of help to you—look it over.

Sincerely,
(Signed) Duane I. Lundgren
Counselor

As with all orientation techniques, one must not expect a 100 per cent success with preregistration communications. Even though each

pupil receives a card such as that sent by the Nebraska City High School, some pupils will arrive the first day of school without knowing where to go or what to do. Consequently, provision must be made to help those pupils get started. It is important that such help be given without embarrassment to the pupil, even though he has no logical excuse for not having the necessary information.

EVALUATION OF ORIENTATION SERVICES

The orientation service should be evaluated ultimately *in terms of its adequacy in meeting pupil needs.* Such an evaluation is difficult because it is hard to determine how much better pupils have adjusted than they would have without adequate orientation. Until a school makes such a study, it cannot be sure that the service is accomplishing its objective. Not all schools can evaluate their orientation services from the standpoint of the effect they have on pupil adjustment. However, lacking such an evaluation, schools must not fall into the error of being satisfied with

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Hagerstown, Maryland

Final Orientation Evaluation

Name _____ Date _____

Semesters attended orientation classes: one two
If two semesters completed, do you desire credit recorded on your permanent record? yes no

Value of orientation to you _____

Suggestions for improvement _____

Program either semester you considered best or most helpful _____

Any program or programs you would like to see repeated another year. If no specific person or topic, what kind of program should be repeated? (i.e., speaker, discussion, student panel, etc.)? _____

HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Maryland

Orientation Evaluation

Please write below your criticism of the orientation program for this past semester. Have you any suggestions to make which would be helpful for the coming semester or for another year? Please be as specific as possible in your criticism as well as in your suggestions. There is no need to sign your name unless you desire to do so.

their services because they run smoothly. The mere absence of confusion in no way indicates that a program is really helping pupils make a satisfactory adjustment.

While a thorough evaluation may be difficult, if not impossible, in most schools a reasonable approximation can be made if two procedures are used. First, the school's activities should be compared with generally accepted orientation principles and procedures in order to appraise its adequacy and scope. Second, each year, or at least periodically, pupil reactions to the activities should be secured. Such information gives some indication of ways in which the service might be improved. The Hagerstown Junior College, Hagerstown, Maryland,[2] has devised two forms to gather student opinion concerning its semester-long orientation activities. The forms, reproduced on page 105, can be adapted easily for use with many of the techniques described in this chapter.

THINKING IT THROUGH

An outline of the orientation service at North Park School, Rockport, New York,[5] is given below. After you have studied it answer these three questions about it.

1. What additional techniques or areas of information can you suggest to supplement the activities?
2. What parts of the procedure could be omitted with the least detriment?
3. Which of the principles recapitulated in the summary of this chapter have been implemented in the North Park service?

North Park School Orientation Program

I. Orientation

The objective of the orientation program is to enable the pupil to more readily adjust to his new environment and school program.

A. Formal orientation day

1. Each year, in the spring, future North Parkers are invited to spend time visiting their future school.
   These pupils consist mainly of sixth-graders, and include pupils from other grades who will be new to the junior high.
2. Prior to the pupils' visit, the principal, the counselor, and a few student-council members visit the school of these sixth-graders. They discuss various phases of the junior high school with the incoming pupils, answer questions, etc.
3. Parents also are invited to orientation day.
4. The visiting consists of
   a. Registration

Each visitor receives a name tag, and the name of an eighth-grader who will be his guide for the afternoon.

b. Assembly program

A regular assembly program, with the entire junior school attending, opens the afternoon program.

c. Tours

After the auditorium program, the pupils go on tours of the building in groups of about four or five. They have already been given the name of their eighth-grade guide. These guides have gone through a complete training program. Parents also go on the tours.

d. Talks

Ninth-graders who are pupil leaders meet with the visitors in the auditorium and tell them many facts about North Park.

e. Refreshments

Seventh-graders provide the conclusion for this visiting afternoon.

f. The entire program is definitely pupil-run.

5. The visitation is followed by an evaluation of this program. Changes and plans for the coming year are based on these findings.

B. The first days in fall

These days are a continuation of the program held in the spring.

1. Information tables
2. Pupil guides
3. Teachers' names on doors
4. Home-room-period orientation
   a. Lockers and how to work them
   b. School regulations
   c. Get-acquainted programs
   d. Information session
5. Get-acquainted assembly
   a. Pupil leaders speak
   b. Movie such as *Making the Most of School*
   c. Talk by principal

C. "Buddy" system

1. All-school council takes over new pupils during entire school year.
2. Pupil is helped during his first days of school.

D. Interview

1. The guidance counselor talks with new pupils within few days after entrance into school.
2. School records are obtained and reviewed.

E. Senior high school orientation

1. Ninth-graders who visit high school plan what they expect to get from visit.
2. After visit ninth-graders review what they have gained from visit.

SUMMARY

In this chapter it was pointed out that an orientation service pays dividends in the form of better pupil adjustment. The services must ultimately be evaluated in terms of these dividends.

Certain principles which should govern the organization of an orientation procedure were stated or implied. Among them were:

1. Orientation should be provided for *all* pupils in new school situations.
2. Orientation should be a continuing process.
3. Orientation must assist pupils in making adjustments in a wide variety of areas.
4. Orientation should begin, if possible, before the pupil enters the new school situation.
5. Orientation should aim at getting the pupil started right, hence, the first day in the new school is crucial.
6. Orientation should include some means of acquainting the parents of new pupils with the new school.

There is an almost limitless number of procedures which can be used to facilitate the orientation process. Some of these techniques were described in this chapter, but any ingenious teacher or counselor could devise others. Regardless of the devices used, the worth is determined by the contribution which they make to the pupil's feeling of belonging in the new school and his adjustment to it.

SELECTED READINGS

Bennett, M. E., *Guidance in Groups*, McGraw-Hill, 1955.

"Orientation and Learning to Learn" is the title of Chapter 5. The author points out that a close relationship exists between orientation and learning. Because the author reviews much pertinent literature, the chapter is particularly valuable.

What special emphasis does Bennett suggest for orientation in the elementary school? in college?

What distinction is made between learning to learn and orientation?

What are the implications of the principles of learning for the evaluation of an orientation service?

Erickson, C. E., and M. C. Happ, *Guidance Practices at Work*, McGraw-Hill, 1946.

Chapter 3 describes effective orientation procedures.

What adjustments must pupils make in a new school?

What are the values and the dangers in using an orientation procedure such as that illustrated on pages 60–62?

Do you agree with the conclusion that "the entire orientation process should be an important part of the guidance program"?

McKown, H. C., *Home Room Guidance,* McGraw-Hill, 1946.

Although this book is about home rooms, many of the suggestions are appropriate for use with pupils in other kinds of group settings.

What does McKown consider the major features of an orientation service?

How would McKown evaluate an orientation service?

SOURCES OF INFORMATION

Secured from Schools

1. Leo Barker, Director of Guidance, Community High School, Dupo, Ill.
2. Catherine L. Beachley, Supervisor of Guidance, Washington County Board of Education, Hagerstown, Md.
3. R. W. Bergstrom, Principal, Hutchinson High School, Hutchinson, Minn.
4. Helen Lucille Carpenter, Counselor, Greenbelt High School, Greenbelt, Md.
5. Thomas J. Downey, Coordinator of Pupil Personnel Services, North Park School, Lockport, N.Y.
6. Angeline Gale, Counselor, Naperville High School, Naperville, Ill.
7. Hal W. Hamm, Principal, Santa Ynez Valley Union High School, Santa Ynez, Cal.
8. Floyd H. Kilmer, Guidance Counselor, Quakertown Public Schools, Quakertown, Pa.
9. Duane I. Lundgren, Director of Guidance, Corning Public Schools, Corning, Iowa.
10. Mrs. Don McGaffey, Director, Guidance Services, Nebraska City Public Schools, Nebraska City, Neb.
11. Lauretta Mundt, Vice Principal, Central High School, Aberdeen, S.D.
12. Donald J. Nelson, Counselor, Herkimer High School, Herkimer, N.Y.
13. Merrill W. Olson, Principal, Marshall Public Schools, Marshall, Minn.
14. Marvin Picollo, Counselor, Reno High School, Reno, Nev.
15. Francis J. Stock, Jr., Director, Department of Instructional Services, Depew Public Schools, Depew, N.Y.
16. Mary Zabriskie, Counselor, Bloomfield High School, Bloomfield, Conn.

7 GROUP METHODS IN THE INFORMATION SERVICE

THE SERVICE OF ORIENTATION was discussed in the preceding chapter. It was pointed out that orientation is more than just telling pupils about the facilities of the school, and that the success of orientation rests not only on information, but also upon the establishment of a psychological climate in which the pupil feels at home. It was also seen that, although the first few days in a new school are crucial in the establishment of this climate, the orientation process has to be a continuous one. Making sure that each pupil really becomes adjusted to his new environment requires more than an opening-day program. The need for continuity of the orientation activities frequently makes it overlap other group activities of the guidance program. This chapter and the following one will describe aspects of the information service which can successfully be handled by group procedures.

One of the most important of the guidance program's services to pupils in groups is the provision of experiences and activities which help them acquire the information they need for making or implementing their choices. Two distinct schools of thought exist among the authorities regarding the responsibility of the guidance program for providing this information. One contends that the dissemination of information is largely a group affair, and consequently is instruction. If instruction, they argue, it is the responsibility of the instructional staff, and should be a part of the regular course of study. The other school contends that since the guidance program is primarily concerned with seeing that pupils have such information, and members of the guidance program are best equipped to teach it, the guidance staff should have primary responsibility. The author believes that the dissemination of information is instruction, but leaves it to the school to assign the responsibility in the light of local conditions.

The first sentence in the preceding paragraph referred to the *provision* of information as a guidance service. While the responsibility for making certain that pupils have the information they need clearly rests with the guidance program, the instructional staff must help meet this need. The responsibility is in actuality a shared proposition—some parts of it can be performed most efficiently by teachers in the classroom; other parts should be carried out by the counselor. The question is not, "Who is responsible?" but rather, "How do we share responsibility in the best possible manner?"

In addition to the traditional service of providing occupational information, there are three areas in which group procedures are the most efficient method of providing pupils with the facts, attitudes, and skills which they need in order to make satisfactory adjustments. First, they need to acquire certain social skills usually subsumed under the rubric "etiquette." Because attitudes toward society, and the world of work in particular, play such a crucial role in satisfactory adjustments, the second area is concerned with providing pupils with an opportunity to examine, evaluate, and, if need be, change their attitudes. And third, in most schools much information about the pupil has been withheld from him except when it was revealed during the counseling process. In recent years, a number of schools have experimented with activities designed to assist the pupil to a better understanding of himself.

These four areas—occupational information, social mores, attitudes, and self-understanding—are the concern of the *information service,* and it is in this sense that the term is employed in this book. Although this service is especially adaptable to group procedures, it must be remembered that such methods are not a complete substitute for individual handling. Both must be correlated for the greater good of the pupils.

Now let us turn our attention to specific group methods used in schools to further the aims of the guidance program. Let us first consider the guidance class and other instructional methods fostered by the guidance program.

THE ORGANIZED GUIDANCE COURSE

Probably the most frequently used group instructional activity sponsored by the guidance program is the organized course. This course is called by a wide variety of names, such as "orientation," "life career," "senior problems," "vocations," "career planning," or even "psychology."

Kefauver and Hand[8] made an exhaustive study of the value of the life-career course. Most of their findings point to the conclusion that it is not helpful. They found, for example, that pupils who had taken the course made no better adjustments and had no more occu-

pational information than those who had not taken it, which is a serious indictment.

Hoppock,[7] in a discussion of this study, points out that the reason for the poor results in the class is not indicated. He cites several possible reasons, but inclines to the belief that the course was not well taught, the teachers were not trained to teach the course, and it was not properly correlated with psychological testing and counseling. In an extensive study, Lincoln[9] compared a variety of methods of putting occupational information across. She discovered that the occupations class meeting five times a week was more effective than the occupational units in an English class or in the home room.

Stone[13] reported a study of the effectiveness of an occupations class with college freshmen. He found that unless the class is combined with counseling, the occupational choices of pupils are not as appropriate at the end of the course as at the beginning.

More recently, Cuony and Hoppock[4] evaluated a course in job finding offered in high school by following up, one year after graduation, pupils who had taken the course. They found that, as a group, these pupils were more satisfied with their jobs and earned more money than did a comparable group of pupils who had not had the course. Individual counseling was available to all pupils, but those who took the course requested more counseling than those who did not take the course.

The evidence from the few evaluative studies of the guidance course seems to point to three conclusions: (1) the course must be complemented with counseling, (2) the organized course is probably more effective than other group methods, and (3) the effectiveness of the course as it is usually taught leaves much to be desired. In light of these findings, it seems appropriate to consider in greater detail some of the problems involved in planning and teaching the course.

Many educators have suggested that the course be offered at the twelfth grade instead of the ninth. In support of their position, they report that this course becomes exceedingly dull, and that it is difficult to stimulate pupils to study. This lack of interest is explained by the fact that the pupils are not old enough to appreciate the value of the content of the course. Lowenstein and Hoppock,[10] from a survey of selected guidance courses, concluded that almost as many classes are offered in grades above the ninth as are taught in the ninth grade.

Nevertheless, the author believes that, in consideration of the fact that such a large percentage of pupils drop out before they reach the twelfth grade, it is not justifiable to shift the course from the ninth to the twelfth grade. Rather, emphasis should be upon making the course more effective. Pupils have reported, and in a good many cases justly so,

that the teacher knew little more about occupations than they did. It has been jokingly said that the life-career course is usually assigned to the new teacher or to the teacher who happens to have a free period. The folly of such a procedure is obvious. The teacher who is assigned the responsibility of teaching the course should, if possible, be one who has had occupational experience other than teaching, who is mature enough to have had a variety of experiences, and who definitely is guidance-oriented. The first step in the course should be the careful selection of the instructor. Often the best qualified person in the school is the counselor.

Frequently it is found that the course is taught as just another subject, and is wholly unrelated to the conditions existing in the state and, more specifically, to those in the local community. In a state such as North Dakota, for example, where a major industry is farming, a larger portion of time should be spent in the study of this occupation, rather than dividing the time according to the number of pages which happen to be in the textbook covering agriculture, fishing, or mining.

Schrock[11] analyzed six typical textbooks in general use for material dealing with ten major occupations. In the decade that has elapsed since Schrock made his study, few changes have been made in occupational textbooks. The conclusions, therefore, apply with equal force to present-day conditions. He found that more than one-fourth of all occupational information dealt with the professions, while less than 7 per cent of workers are employed in this occupational group; that although 21.4 per cent of all gainfully employed workers are engaged in some kind of farming, less than 9 per cent of textbook space devoted to occupational information discussed their work, and that *homemaking as an occupation was given less than 2 per cent of all textbook space.* Certainly a "textbook teacher" cannot offer a satisfactory course.

Slavish adherence to a textbook results in uninspired teaching, regardless of the subject. But there are other reasons for organizing the course around the needs of the pupil rather than the textbook. Occupational information per se has little meaning for the typical pupil. He needs to relate it to himself and to his environment. The author remembers the high school occupations course which he took in a small rural community in northern Minnesota. The course was taught by a person who had had considerable experience with various means of transportation. His concept of the streetcar motorman was undoubtedly more realistic than the author's who had ridden on a streetcar only once. The consideration of the advantages and disadvantages of the streetcar motorman's job was an esoteric exercise, yet the class spent as much time on it as in a discussion of dairy farming—a prevalent local occupation.

Recognition of the need to help pupils relate occupational informa-

tion to themselves has led to the development of a self-appraisal and careers course in Chicago. In this course a variety of psychological tests are taken. The scores are given to the pupils, who study their meaning and search for their occupational significance. With infinite variations this course is found in schools throughout the United States, but all have purposes similar to those stated so well in the course manual for the Worcester Public Schools, Worcester, Massachusetts.[14]

> The Self-appraisal and careers course is intended to supplement and support individual counseling. By studying their scores on objective tests and the requirements of various occupational fields in a self-appraisal and careers course, pupils acquire a background of factual knowledge which enables them to use the counselor as an added resource in solving their problems. The undecided pupil who lacks this factual knowledge often enters the counseling situation at a disadvantage in regard to his choice of a career field. He is likely to assume the attitude, "You tell me what to do. You are the counselor. You know about these test results."
>
> In addition, the self-appraisal and careers course furnishes the counselor with a framework whereby he may observe each pupil in a group situation over a period of one semester. The counselor uses this personal knowledge about the pupil to advantage during the counseling process. In short, the self-appraisal and careers course supplements individual counseling. It does not supplant it.

From the titles of the eight units in the Worcester course, it is apparent that the emphasis is upon relating self-knowledge and occupational information. The titles are:

1. Why "Self-appraisal and Careers"
2. All About You
3. You and Your Interests
4. You and Your Aptitudes
5. The World of Work and You
6. Your Personal Qualifications versus Job Requirements
7. Your Post High School Planning
8. You and the Future

The Worcester course is offered as an elective in the twelfth grade, with a few eleventh-graders being permitted to enroll. In the New Haven Public Schools, New Haven, Connecticut,[16] a course in educational and occupational information is taught in the eighth grade. The objectives for the course, which was planned by a local committee, are stated as:

> 1. To awaken pupils to an interest in the workers of the world and appreciation of the work which is done
> 2. To give pupils a basis for intelligent vocational choice and to assist

them in selecting a program of studies which will best fit their interests and capacity for learning

3. To develop an understanding of the interdependence of workers and respect for all useful work

4. To establish a method of studying occupational life that can be used to keep up to date in the knowledge of the world's work

The outline of the New Haven course is reproduced below. From the outline the ingenious intertwining of the objectives with the course content can be seen.

OUTLINE OF TOPICS FOR A COURSE IN EDUCATIONAL AND OCCUPATIONAL INFORMATION, GRADE 8

I. The past and future of occupations
   A. This changing world of work
   B. Some important things that do not change
II. Education in relation to work
   A. Why we have schools
   B. How to succeed in school
   C. How workers make use of school and college studies
      1. Study habits
III. The need to choose our work
   A. Why people work
      1. To earn a living
      2. To help others
      3. Satisfaction
   B. Workers who help us
IV. A survey of the world of occupations
   A. Classification of work
      1. Professional
      2. Technical
      3. Managerial
      4. Clerical and sales
      5. Service
      6. Agriculture
      7. Mechanical
      8. Manual
   B. Census classification: Study this classification
      1. List of workers under each heading
      2. Name one firm under each
      3. List kinds of work found in New Haven
      4. Areas where opportunities are concentrated
      5. Describe visits to places of business, reports on radio, movies, etc.
V. How to study an occupation
   A. The nature of the occupation
   B. The advantages and disadvantages of the occupation

C. Requirements for entering the occupation
1. Personal: Personality, mental and physical heatlh, physical characteristics
2. Educational
3. Legal regulations
4. Other factors
   a. Present and probably future demand for service in the occupation
   b. Time required for preparation
   c. Places where training may be acquired
   d. Approximate cost of preparation
   e. Effect on the life of the worker
   f. Opportunities for advancement

VI. Self-analysis
A. Study personality traits
B. Importance of personality traits to success
C. Mental abilities: Use report cards as a basis for analysis
D. Physical abilities

VII. Planning our vocational life
A. Discovery of interests and abilities
B. Exploring the world of work
C. Matching our interests and abilities for a major field of work
D. Preparation for that field of work
1. Approach: Develop by means of study of hobbies, interests in school subjects, club activities, extracurricular activities, talks with successful workers, observe workers, part-time work, etc.

VIII. Learning about ninth grade subjects
A. What they are
B. Which required? Why?
C. Which elective? Why?
D. What these may lead to in higher education
E. Which are the most helpful in life preparation?

IX. After school: Work? Graduation and further study?
A. Which college, hospital, technical school, business college?
B. Scholarships: How gained?
C. Degrees: How are they earned? Requirements by law?
D. Educational opportunities in New Haven? Connecticut? U.S.A.? World?

X. After school: Work?
A. What opportunities are offered in New Haven for workers without completed high school education?
B. How may one continue his education while he is working?
1. Apprenticeship: Technical schools within the factory
2. Public Night School
3. Correspondence School: Caution about reliability
4. Private schools

C. Legislation in regard to work
  1. Location of offices in New Haven area

XI. Personal Problems
  A. Learning about ways to look for work
    1. Community agencies that will help in vocational adjustment
  B. Learning about ways to apply for work
  C. Emphasizing qualities necessary for successful progress

XII. Study of successful workers

Planning a course to meet the needs of the pupils will not guarantee its success. The course must also be well taught. The teacher, in addition to being trained, must be imaginative in his use of techniques. Current practice seems to favor the laboratory approach rather than the more formal lecture—read—recite—discuss methods. Kefauver and Hand[8] have cited the methods they found in use by imaginative teachers. Those which are not discussed elsewhere in this and the succeeding chapter are listed below:

1. Individual reports given by students
2. Group reports given by students
3. Informal discussion
4. Socialized class work
5. Supervised study
6. Formal lecture by instructor
7. Case studies made of real and hypothetical individuals
8. Extemporaneous talks by students
9. Contract and assignment
10. Dramatization

The experienced teacher will recognize this as simply a tabulation of pedagogical procedures. To all it should reveal the adaptability to various teaching methods of the subject matter included in the occupations course.

THINKING IT THROUGH

Analyze the topics included in the New Haven course. Which topics would not be appropriate if the course were offered in grade 12 instead of grade 8? Why?

Undoubtedly, you found that most topics are appropriate for either grade. What are the implications of this finding for teaching methods used in guidance courses? for curricular materials?

The Worcester course contains eight units. For each of these units, list the major concepts which should be taught. Compare your list with the topics included in the New Haven course. Can you identify any serious omissions in either list?

From research find a study of what ninth- and twelfth-grade pupils

give as their major problem areas. How well do the Worcester and New Haven courses cover these problem areas? Where else in the school will pupils secure assistance with these problems?

THE ORGANIZED UNIT IN AN ACADEMIC COURSE

In this section attention is turned to an introduction of guidance information in regular classes by means of an organized unit. Research dealing with worthwhileness of such a practice is scanty. Lincoln[9] reported that pupils in classes meeting five days a week learned more than those who met in separate classes one day a week or in home rooms. She also found that in an English class of twenty-five pupils in which was included a unit on occupations, the group did poorer on a test of occupational information at the end of the course than at the beginning. Flowerman,[6] however, in another study, found that pupils in English class added more to their fund of occupational knowledge than did a comparable group of pupils who had no such instruction. At present, the argument for the introduction of units rests mainly upon the logic that instruction in guidance information will assist pupils in making wise choices.

The content of such units varies widely from school to school, but the preponderance of them collected by the author have a vocational orientation. Typical of this type of unit for use in a secondary school are those proposed by Baer and Roeber[2] in their book, *Occupational Information: Its Nature and Use.* They describe in detail the units outlined below.

Unit 1. Americans at work

A. How do Americans earn their living in my community, state and nation?
   1. How can I best understand the world of work ?
   2. What should I know about each occupational field?
   3. How are the occupational fields affected by social and economic trends?

Unit 2. Choosing vocational goals

A. How do I choose educational and vocational goals?
   1. What are my interests, aptitudes, and other personal traits?
   2. What occupational field is in line with my interests and other traits?
   3. How can I narrow my choice to a family of occupations?

Unit 3. Finding training or tryout facilities

A. Where do I find training or tryout facilities for my occupational choice?
   1. What school or out-of-school activities are related to my vocational choice?
   2. Where can I get the training I want?

Unit 4. Finding and securing a job
A. How can I locate job opportunities and secure a job?
1. How do I know where to find a job?
2. How do I secure a job?
Unit 5. Job satisfaction
A. How can I hold a job and obtain satisfaction from it?

At the elementary level, the units are much less specific with regard to qualifications, training, or employment of workers. At this level emphasis is usually upon process and product. A class may, for example, study a unit on flour. It would be concerned with learning about the ingredients in flours and their sources, how the flour is milled, and how the product is packaged, sold, and used. Little attention would be given to the worker. In some respects this is unfortunate, because it appears that children acquire attitudes and prejudices toward some occupations at an early age. The typical elementary school could do much more than it now does to alter unwholesome attitudes toward certain classes of workers.

In addition to units with an occupational emphasis, some schools include units dealing with such topics as study methods, reading improvement, personality development, self-appraisal, etiquette, and so forth. The development of such units has been stimulated by the publication of suitable reference and text material for pupil use. The SRA Life Adjustment Booklet Series is an outstanding example of material setting forth sound principles in a form which teen-agers like to read. The success of these units, as in all teaching, is dependent upon the teacher and the methods he employs.

GUIDANCE INFORMATION THROUGH RELATED SUBJECTS

Every subject that is offered in a secondary school has some guidance significance. It is true that occupational significance is often more obvious to the pupil in commercial subjects than it is in the subjects offered by the mathematics department. All subject-matter teachers should point out the relationship and the usefulness of each particular subject to the world of work. They should also help pupils discover the meaning of their experiences in terms of their future plans, their present abilities, and their aptitudes. Billings,[3] in her book *Group Methods of Studying Occupations*, warns, however, against the practice of introducing a great deal of occupational information and then trying to counsel the group as a whole. For example, if a pupil raises his hand and asks in the English class, "I like English and seem to be able to get fairly good marks in it. Do you think I should go into law?" the teacher should not attempt to answer such a question during the class period. If he does not feel that he has the ability to counsel with that pupil outside of class, he should

refer him to someone in the school who is charged with this responsibility.

Occupational information can be introduced into subjects even in the lower grades. For example, a class in arithmetic can be given problems on the sales in a grocery store, or a history class can discuss occupational, as well as political and social trends. Too often, men of political significance are identified only by their political position, without regard to their other occupations. For example, George Washington was President of the United States, but he was also a successful farmer. Hoover was President, but he is also a successful engineer. Robert J. Hughes, Guidance Director of the Altmar-Parish and Pulaski Academy Central Schools, has described a plan for introducing occupational information in the sixth grade. As counselor he visits the sixth grade and serves as a conference leader. Teachers prepare the children for his visit by having them discuss the questions they wish to ask him. Hughes reports:[15]

> The theme of the sixth-grade group conference evolved into occupations. This seemed to be appropriate since it would involve educational planning in high school in regard to high school requirements and occupational requirements for later work. Orientation for high school years ahead and "bridging the gap" automatically comes out in the discussion. The conferences worked out just this way, as it was found that these sixth-grade pupils have a real interest in their future. They seem to be at an age where they very often think in terms of "what I will be when I grow up." Of course, their educational plans have not crystallized in relation to their interests as adults, their abilities, their personalities, or their aptitudes. The main point, as I see it, however, is that they *are thinking*, and this technique encourages their *continued thinking* in terms of educational and vocational planning.

The introduction of guidance information into related subjects need not be casual or capricious. It can be planned so that it becomes an integral part of the instructional content of the course. Setting aside in academic subjects a definite amount of time for guidance information is to be encouraged. The facts presented to the pupils under these conditions take on new meaning. To have the school counselor talk of the necessity for possessing scientific aptitude before considering medicine is a common occurrence. But to have the biology teacher spend a week discussing the qualifications for jobs in scientific fields might be a new and valuable experience for pupils.

THINKING IT THROUGH

From the foregoing discussion, it should not be concluded that guidance information related to school subjects is exclusively occupational in nature. In addition to the obvious occupational implications of most

subjects, all subjects contribute to a pupil's concept of self and influence his attitudes. Hence, every teacher has the responsibility of ensuring that his subject makes a wholesome contribution. Although these concepts of self and attitudes are acquired most frequently through incidental learning, such learning must be planned for and its effect evaluated. If, for example, a teacher has a pupil who repeatedly fails arithmetic tests, the teacher must be concerned with more than the fact that the child cannot pass the tests. He must consider such questions as: "What does it mean to the child to fail repeatedly?" "How will he think of himself in relationship to tasks requiring arithmetic?" "How can I help the child evaluate and accept the meaning of failure?" Such questions do not imply that pupils should be protected from failure by some ruse or by the unconstrained "charity" of the teacher.

One classroom situation, failure, has been used to point out the larger task of the teacher in relating guidance information to pupils' experiences with subject matter. For each of the situations described below, prepare a set of questions which the teacher might ask himself as he attempts to identify the possible attitudes or concepts of self which the pupil may be acquiring.

1. A pupil who develops a special interest in some phase of the subject, but is rather indifferent to the rest of it.
2. A bright pupil whose achievement in a subject is only mediocre.
3. A pupil who, because of some physical limitation, is unable to participate fully. Such a pupil might be one with a speech defect which limits him in oral reading, or a color-vision deficiency which limits him in art, or muscle spasms which limit him in chemistry or woodshop.

EXPLORATORY COURSES

The concept of exploratory courses is a contribution from the junior high school movement. Industrial arts was probably the first to initiate them. Since then, commercial subjects have been taught so that they give the pupil an overview of the business world, notably through a course called "junior business." More recently, exploratory courses in science, mathematics, and language arts have been offered with varying degrees of success.

To distinguish between regular and exploratory courses is difficult. Exploratory courses may be defined as those subjects which give the pupil a preview of the actual work that is performed on the job. By such a definition, typing, shorthand, printing, woodworking, metalwork, and similar subjects can be classified as exploratory courses. The mere offering of these subjects, however, is not enough. The guidance implications must be made obvious to the pupils. The author seriously questions the value of many such subjects in the average high school if they are

not used as exploratory courses. A pupil may enroll in printing with no thought of ever entering the trade. When he completes the course, he will find that he has knowledge of little value to him. A second pupil may enter the same course with the intention of becoming a printer. After five months he may learn that he does not have the ability to be a printer or that he does not like printing. The second pupil has learned a lesson that is of great value to him.

Exploratory courses must be taught so that the pupil has an opportunity and is encouraged to evaluate his potentialities and liking for related occupations. The practice of sending those pupils who do not do well in academic subjects to the shop must be discontinued. Failure in English and history is no indication of probable success in shop or typing. Indeed, it is a better predictor of failure. Too often failure in subjects requiring verbal ability is used as a basis for selecting those who are registered in the vocational department. The folly of such a practice is apparent to the teacher who understands the theory of individual differences. Some principles which should govern the organization and administration of exploratory courses are the following:[5]

1. To be most effective, exploratory courses should be taught so that the students have many opportunities for firsthand contact and sense impressions. This does not mean that it should be carried to such an extreme that the students do not have an opportunity for getting a general overview of the related occupational fields, the conditions of employment, abilities required, and the service rendered. This is a frequent error in industrial arts exploratory courses.

2. Every exploratory course should have some intrinsic value so that, even if a pupil does not continue in the field, he will have made a worthwhile addition to his fund of knowledge.

3. Students who fail in exploratory courses should not be required to repeat them, unless a certain degree of proficiency is necessary for success in school or life.

4. The attitudes and interest shown by each pupil, as well as the final achievement in the course, should become a part of his cumulative record.

5. The teacher and the counselor should help pupils interpret the meaning of the course in terms of further education or employment.

The guidance point of view is consonant with the concept of exploratory courses organized in accord with the principles enumerated. The guidance program has a responsibility for pointing out the need for exploratory courses to those in charge of planning the school's curriculum. No other service in the school accumulates so much information about the needs of pupils. Such data are collected by the guidance program as it studies each individual. But the use of these data should not

be confined to working with individual pupils. By summarizing the data descriptive of individuals, a composite picture of the student body is obtained. The implications of this composite for curriculum planning extend beyond the area of exploratory courses. The accumulated data should be the foundations upon which the entire curriculum is built. This does not imply that the guidance program should construct the curriculum, but it does suggest that it should be called upon to furnish basic data about pupil needs.

COOPERATIVE EDUCATION

Another school service which has much to offer in the guidance-information area is cooperative education. Under this plan the pupil attends school part time and is employed part time. Although variations of the plan are myriad, the following extracts from a student handbook describe a typical program.[1]

> This program is a cooperative arrangement between the high school and the commercial and industrial enterprises of our community. The high school gives the student the necessary related and theoretical information pertaining to the business, trade, or industry he has selected as his probable life work, while the business firms of our community open their places of business to the high school student and furnish him with the opportunity to learn his chosen vocation on the job under actual working conditions.
>
> In brief, the student goes to school mornings where he takes the related occupational courses, as well as regular academic courses, and in the afternoons during his laboratory period he works on the job at a designated training agency.

All schools can organize cooperative education programs. The Federal government, through the Division of Vocational Education of the Office of Education, makes money available to state departments of education to assist local schools plan and operate such programs. Any public high school, large or small, can secure help from the director of vocational education in its state.

The guidance value of such a course is tremendous. The occupational information that pupils acquire on the job is realistic and has meaning for them. Furthermore, since they are still in school, much of the information they gather is passed on informally to their classmates. From the individual pupil's point of view, perhaps the most valuable opportunity is that of trying out an occupation he has chosen. This is the best way for him to be sure that he has the necessary qualifications, in addition to a continuing interest and liking, for the work.

Smith and Roos state:[12] "If the counselor desires a laboratory for

testing the effectiveness of a guidance program, and a medium for immediately meeting current student needs (both financial and educational), a Cooperative Educational program is worthy of consideration regardless of geographical location."

EXTRACURRICULAR ACTIVITIES

The only justification for any extracurricular activity is its contribution to the objectives of the school. Activities which do not make such a contribution are fads and frills and should be reorganized or discontinued. There is no list of activities which will meet the "contribution" criterion in all schools, since all do not have the same objectives. But it is apparent that mere entertainment is usually not sufficient justification for an extracurricular activity; it must have some other value.

One of the most interesting activities to come to the author's attention is the vocational club of the North Olmsted High School, North Olmsted, Ohio. The club organization and activities are described in the following paragraphs:[17]

Background

The North Olmstead High School Vocational Club was organized to provide better-than-average students with opportunities to explore vocations beyond the limitations of the classroom.

The program stems from the conviction that vocational satisfaction embraces more than thorough knowledge of and training in a particular area of work. It requires knowledge of many vocations that one "might" have selected. Knowing much about these personally rejected occupations will increase understanding of future neighbors and friends who will be engaged in them. It will do much to eliminate a lifelong feeling of wondering if others may not have the better jobs.

Satisfied workers are those who know the world about them and understand the people in it. Access to institutions that show great evidence of our leading social problems is not always easy for adults. Many of them neglect the available opportunities, and never realize the seriousness of these problems. Better-than-average students are expected to become leaders—foremen, supervisors, civic leaders, etc.—and need an understanding of and sympathetic attitude toward social problems. For this reason we try to make sure that they see and recognize these problems.

The transfer from the active life of youth to the somewhat sedentary life of busy workers is often a health problem. To assure some acceptance of the need for continued recreation, we occasionally participate as a group in activities that are suitable for lifelong enjoyment.

As a result of the above opinions we have evolved four areas into which we place each of our activities:

Area I

Extensive observation of experienced workers in the vocational area representing the student's leading choice, or choices

Area II

Observation of numerous vocations in other areas to ensure a conversational knowledge of the working world, in general, and to decrease the possibility of future unrest from poor vocational choice

Area III

Introduction to leading social problems for the purpose of future support of improvement, and to increase the ability to detect and understand fringe cases

Area IV

Participation in constructive and satisfying recreational activities that may be continued throughout life

ACTIVITIES

Activities, whether planned for the benefit of the group or as a service to the entire student body, must fit one of the above-named areas. They may be assembly or club-meeting speakers, films, work experiences, vocational displays, or tours. Nothing is accepted without assurance that it will add to the vocational knowledge of either the group or selected individuals. Typical activities are as follows:

Area I

Tours of offices for those interested in secretarial work

Visits to art studios for appraisal of an individual's artistic ability

Attendance at engineers' conferences

Visits to several colleges, often for two or three days, with the aim of having each college hopeful on the campus of his choice prior to enrollment

Assignment to elementary classes for teaching experience

For each member, audience with someone actively engaged in the vocation of his choice

Area II

Group tours of representative factories and businesses (all girls are included for understanding of industrial life regardless of vocational intentions)

Tours of hospitals, farms, newspaper plants, etc.

Outside speakers on representative or specific vocations

Work experiences in other than own field

Occasional experiences such as plane trips or all-day tours of opportunities in cities other than Cleveland

Area III

An extensive tour of the Cleveland State Hospital by all senior members; orientation lectures precede and questions periods follow this activity

Biannual trips to Columbus to observe problems as represented by the Columbus State School (feeble-minded) and the penitentiary

Meetings with various community agencies that contribute to health and safety

Night meetings and assemblies to explain such problems as drug addiction

Area IV

Annual one-club golf tournaments that equalize the ability of novice and experienced

Night swimming parties at college pools

INNOVATIONS

An attempt to use the working world as a vocational laboratory, and to foster closer understanding between capable students and industrial and business leaders, resulted in a plan that moved club meetings from the school to the site of vocational operations. In 1951 we originated an organized plan for *monthly tour-meetings.*

Each month an industry, business, or social agency is selected. Club members meet interested officials of the company or agency, and in their presence conduct their monthly business meeting. Following this they are conducted on a tour of the plant and engage in any other vocational program arranged for them. A question period sometimes follows the tour.

These monthly meetings may be arranged to fit any of the four areas, although they usually conform to I or II. Such extras as light refreshments, souvenirs, literature, etc., are often added by the hosts. Arrangements beyond the business meeting are made by the company being visited.

Service to others is also emphasized by the club. An activity such as collecting donations of food for institutions has been included. Members have volunteered for many types of work.

Conscious that the majority of students do not have the advantage of these club activities, they arrange assembly programs with vocational films and speakers. To supplant the usual career day they introduced the *monthly vocational "spotlight."*

Each month a vocation is chosen to be spotlighted. Quantities of material are collected and arranged in a display. This is available to all for one week. Films are provided for classes, representatives are brought in for conferences with any interested students, and surplus pamphlets, etc., are channeled to appropriate departments.

Members interested in the spotlighted vocation serve as a committee and plan the event. Attractions are added to induce students to study the display and consider the vocation emphasized.

THINKING IT THROUGH

The vocational club has several features which commend it to other schools: (1) it supplements the regular information program of the school, (2) it serves potential leaders by helping the above-average students plan for their careers, but (3) in doing so it is not limited to college-bound pupils.

A variety of techniques are employed by the vocational club which classroom teachers could utilize to enhance their teaching. Make a list of the techniques used. For as many as you can, suggest how a teacher might employ them in the regular classroom.

SUMMARY

The guidance information service is concerned with four areas: (1) occupational information, (2) social skills, (3) attitudes, and (4) self-understanding. Much of the desired knowledge in these areas is left to incidental learning. This chapter pointed out that each teacher has a responsibility to plan for, and evaluate the effect of, incidental learning of guidance information.

The organized guidance course, a common group guidance activity, in the past has not been as effective as desired. It appears that it can be more effective if those who teach it are carefully selected and if it is complemented with individual counseling.

Opportunities for helping pupils acquire guidance information can be provided through school subjects, exploratory courses, cooperative education, and extracurricular activities.

All schools can capitalize upon their extracurricular activities to further guidance information services. Club activities can give pupils opportunities to learn and practice social skills, to acquire attitudes based upon meaningful experiences, and to assimilate a wide variety of guidance information.

SELECTED READINGS

Baer, M. F., and E. E. Roeber, *Occupational Information: Its Nature and Use*, Science Research, 1951.

Some of the units described in this chapter were summarized from chapters in Baer and Roeber's book. Reading them in the original document will increase your understanding.

How could these units be revised so that they would be appropriate for use in the elementary school?

What attitudes would you expect pupils to develop from these units?

How would the increasing amount of leisure time resulting from the gradual shortening of the work week influence your teaching of the units?

Bennet, M. E., *Guidance in Groups,* McGraw-Hill, 1955.

Chapter 3 reviews a large number of studies of the problems which children and young adults face as they seek adjustment.

What are typical problems of children in early childhood? middle childhood? preadolescence? adolescence?

How could an organized guidance information service help children solve these problems?

Are the problems reported by teachers the same as those reported by their pupils? their parents? How do you account for the differences?

Wright, B., *Practical Handbook for Group Guidance.* Science Research, 1948.

This entire book is pertinent to the material in this chapter. It is written in a straightforward manner and contains many practical suggestions.

In the chapter on "Homerooms, Clubs, and Common Learnings Classes" the purposes of each are listed. What purposes do they have in common? Which are unique?

Which of these purposes are met by the vocational club of the North Olmsted High School?

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11. Schrock, A. T., "*An Analysis of Textbooks in Occupations with Respect to*

Their Emphasis on the Major Occupational Groups," master's thesis, University of Pittsburgh, Pittsburgh, Pa., 1937.

12. Smith, C. M., and M. M. Roos, *A Guide to Guidance,* Prentice-Hall, Inc., Englewood Cliffs, N.J., 1941. For a discussion of the guidance value of cooperative education, the reader is referred to chap. 17.
13. Stone, C. H., "Are Vocational Orientation Courses Worth Their Salt?" *Educational and Psychological Measurement,* vol. 8, no. 2, summer, 1948, 161–181.

Secured from Schools

14. Thomas E. Christensen, Director of Guidance Services, Worcester Public Schools, Worcester, Mass.
15. Robert J. Hughes, Guidance Director Altmar-Parish and Pulaski Academy and Central Schools, Pulaski, N. Y.
16. Estelle E. Feldman, Director of Pupil Services, New Haven Public Schools, New Haven, Conn.
17. Everett P. Seaman, North Olmsted Public Schools, North Olmsted, Ohio.

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8 AIDS FOR THE INFORMATION SERVICE

GROUP ACTIVITIES THAT MAY BE USED in connection with the guidance information program are discussed in this chapter. These activities may be used in a variety of ways by all teachers or counselors who have responsibility for instruction in the area of guidance information. Many additional techniques are used throughout the United States; this text deals only with those which the author, in his survey of current practices, found to be most widely used.

FIELD TRIPS

The value of field trips has long been known to educators. In nearly all subject-matter areas they have been used successfully by those teachers who have been ingenious enough to make the proper arrangements. One of their greatest values is the interest and attendant motivation that they arouse. It is anticlimactic to say that several such field trips should be arranged each school year.

In addition to the arousal of interests, field trips have two principal contributions to make to guidance: (1) They can be used to help pupils learn about resources in the community which they can use for their own development. The shy person in need of additional recreational activities can be exposed through field trips to a variety of opportunities in a more meaningful way than just being told about them in a group guidance situation. (2) They can supply information and help develop attitudes toward occupations, other activities, and problems in the community. To illustrate, what better way is there to learn about and develop attitudes toward psychiatric help than to visit such a clinic with one's peers and learn about psychiatry before one needs it?

Learning to know one's community through class study and field trips should not be confined to the local government and its protective

agencies. Rather, it should include a knowledge of so-called welfare agencies, like employment service, family agencies, guidance and psychiatric clinics, and recreational activities sponsored by such organizations as the YWCA or YMCA.

The use of field trips to help pupils gather information and to examine or formulate relevant attitudes requires that the pupils have opportunities to observe a variety of activities. Since it is unlikely that a sufficiently large number of field trips can be provided in any one school year, an alternative plan of varying the places visited from year to year makes it possible for the pupils to have an opportunity to become acquainted with many different community activities while they are in school. This rotation of field trips, although it requires careful planning, is a satisfactory method of broadening interests and developing constructive attitudes.

When planning occupational field trips it must be remembered that it is not possible to visit all types of industries, even if they are available in the local community. Therefore, industries to be visited must be carefully selected. They should represent major industries and those which will be likely to absorb some of the pupils upon graduation. It is useful to have the pupils list all the industries that are located within the community. In addition to supplying information to the new teacher or counselor, this helps them acquire an over-all view of the community. Pupils should be given an opportunity to express their wishes in regard to the industries which are to be visited. If they are given this privilege, the teacher will have an opportunity to learn the major interests of the group. It would be folly to take a group of twenty pupils to visit an industry in which none of them was interested. Of course, it must be recognized that field trips can be used to help pupils develop new interests and attitudes as well as to supply information about their present interests.

When surveying the possible industries to be visited, it is not necessary to confine the choices to those in the local community. It seems to be a justifiable expenditure of school money, provided that the board so elects, to furnish transportation to neighboring communities. If the school board does not underwrite the cost of transportation, service clubs may be called upon to provide it, or as a last resort, parents can be asked to furnish cars. The distance that a school may go in search of suitable industries will be determined largely by the transportation facilities that are available.

Before any visit to an industry is scheduled, the person in charge should contact the manager. Unless he is willing to participate and interested in having the pupils visit, the field trip may not accomplish its purpose. There are three distinct purposes of field trips; which one is to be

dominant must be agreed upon in order that appropriate plans may be made.

One purpose of an occupational field trip is to study the *process*, to help pupils understand how a product is made. A trip to a flour mill to study process would be concerned with showing pupils how the grain is received, cleaned, and milled. It would also show them how the flour is put in barrels and bags and made ready for shipment.

A second purpose is to study the *workers* and their *jobs*. This kind of trip requires careful planning because it differs radically from the usual guided trips through the plant, which ordinarily deal with process. Opportunities must be made available to talk with workers and to have them explain what they do. Since it is desirable to observe as many different occupations as possible, arrangement should also be made to observe and talk to such nonproduction workers as clerical, sales, and management employees.

Study of *management* and *personnel* is the third purpose for which field trips are used. Here the emphasis is upon understanding how workers are recruited, selected, placed, dismissed or retired, and trained. An insight into management's view and handling of workers is sought.

THINKING IT THROUGH

It should be apparent that each of the three purposes of occupational field trips is not equally appropriate for all educational levels. One would not, for example, design a field trip for a group of third-grade children to study personnel management because they lack the necessary background to profit from it.

At what grade levels are each of the purposes appropriate?

Within each purpose there is room for variation of emphasis. A field trip to study the process of flour making, for example, could at the primary level emphasize the ingredients and the product while at a later age the same trip could emphasize cleanliness of milling, quality controls, and operation of the machinery. Using one industry, how would you develop a series of emphases for visits by pupils in kindergarten and grades 3, 6, 9, and 12?

DEBATES

To some people guidance information is just a series of facts. These people overlook the possibility of controversial subjects, and in so doing neglect an interest stimulator. Debates between members of the class, even though they are not carried on according to rules of formal debate, can be used effectively by any teacher. Caution should be used so that:

1. Members of the opposing teams are about equal in ability

2. Topics are selected which allow the development of a good case for either the affirmative or the negative

3. A reasonable amount of valid information concerning the topic is available to the pupils

The following list is intended only to suggest the type of topics that can be debated:

Resolved: That rewards derived from (name of profession) are more than from (name of a skilled trade).

This topic may involve the consideration of emotional compensation, social security, unemployment compensation, length of earning period, and average annual income.

Resolved: That pupils should be made to study harder.

A debate on this topic will cause pupils to investigate the factor of motivation for learning, to consider the nature of study skills, and to evaluate present study habits.

Resolved: That present opportunities for youth are better than they were five years ago.

In addition to involving a discussion of the "youth problem" and job trends, a debate on this topic may help point out the occupations that are open to youth.

Resolved: That (name of industry) should be developed in (name of local city or state).

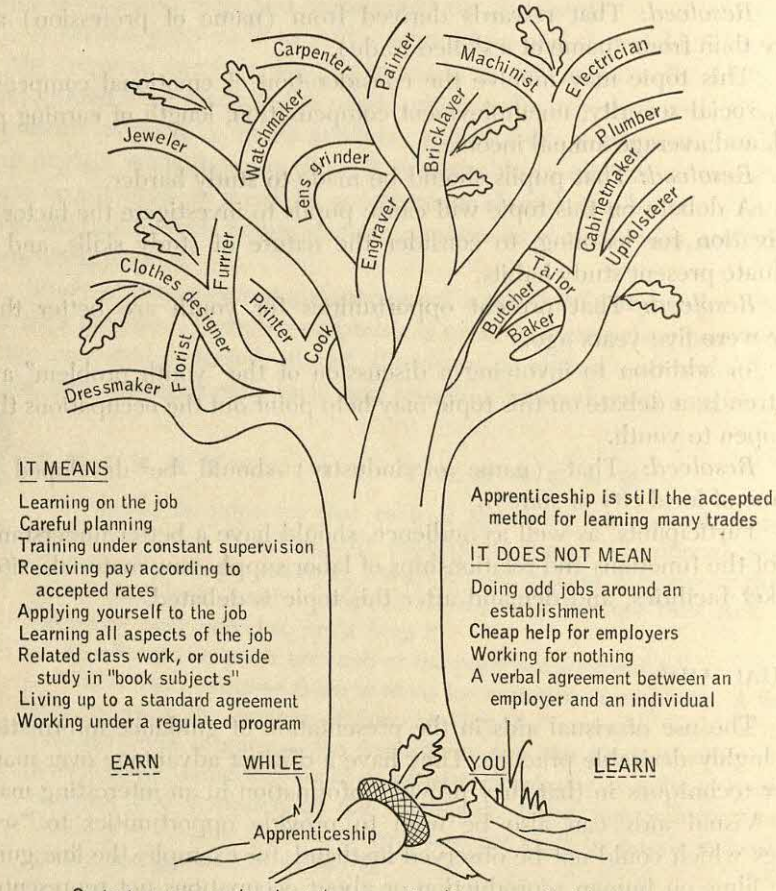
Participants, as well as audience, should have a better understanding of the functions and relationships of labor supply, raw materials, sites, market facilities, and demand after this topic is debated.

VISUAL AIDS

The use of visual aids in the presentation of guidance information is a highly desirable practice. They have a distinct advantage over many other techniques in that they provide information in an interesting manner. Visual aids can also be used to provide opportunities to "see" things which could not be observed firsthand, for example, the fine guidance films on human reproduction or about occupations not represented in the school's community.

Movies are not the most practical visual aids. The high cost of projection equipment, in addition to that of the films, prohibits the use of movies in many schools. One of the most feasible plans for such schools is the use of filmstrips. These silent films usually contain twenty-five to fifty pictures and cost $2 to $5 per roll. A satisfactory filmstrip projector can be obtained at a modest price. Schools contemplating use of filmstrips or movies will do well to consult publications which list available films and filmstrips. The H. W. Wilson Company, 950 Uni-

versity Avenue, New York, publishes *Educational Film Guide* and *Filmstrip Guide*. Educators Progress Service, Racine, Wisconsin, publishes *Educators Guide to Free Films* and *Educators Guide to Free Slide Films*. Current information about audio-visual materials may be ob-



tained from the Educational Film Library Association, 250 W. 57 St., New York. *The Personnel and Guidance Journal* (published by the American Personnel and Guidance Association, 1534 O Street N.W., Washington 5) frequently reviews current films and filmstrips of interest to guidance workers.

McIntire[5] points out that any newsstand has magazines that are illustrated with pictures which can be used in teaching about occupations. She suggests that teachers select pictures which illustrate the idea they want to put across, cut them out, and paste them on cardboard. On the reverse side of the cardboard a short paragraph should be written which includes the information they wish to impart. The cardboards are then numbered consecutively, and distributed, so that every member of the group has an opportunity to read all the cards. Although McIntire suggests this plan for use with retarded pupils, there is no reason why it cannot be used effectively with all pupils, as is done in Los Angeles. In this city, the central office staff of the audio-visual department, in cooperation with other departments, has developed elaborate kits. Not only are pictures of workers shown, but, when feasible, samples of their equipment and/or products are included.

A variation might be having the pupils prepare a series of pictures with appropriate explanations concerning a particular occupation or family of occupations. These could then be filed for use by subsequent pupils.

A variety of displays can be made by pupils. These displays may be arranged at a time when pupils are selecting their courses for the following year.

A useful set of charts can be made by the pupils. The class can be divided into small working units and assigned (or preferably, allowed to choose) a particular occupation. On the basis of their own study, they can work out a chart showing the promotions in a specific vocation. The industrial organization, interrelationship of various specific jobs within the occupation, and similar topics can also be charted. The fact that satisfactory charts cannot be constructed unless the pupil understands the relationships illustrated is sufficient justification for this procedure.

A further use of these charts is to have the pupils prepare an accompanying sheet which describes each of the job titles shown. The Occupational Studies Leaflet, reproduced later in this chapter, can be used for this purpose. Schools can produce many attractive posters by use of the typewriter and the drawing pen. Such a poster, prepared by the Arkansas State Supervisor of Guidance Services, is illustrated on page 134.

RADIO AND TELEVISION PROGRAMS

The primary difficulties in using radio and television programs effectively in a school setting are (1) the lack of information in advance of the programs and (2) the times at which they are offered. In recent years, with the development of reasonably priced recording equipment, an ill-scheduled radio program can be recorded and replayed at a convenient

time after the teacher has laid the groundwork for its use. Fortunately, television programs can also be recorded conveniently for later viewing. It must be noted, however, that the sound track from some television programs is valuable even without the accompanying visual images.

The difficulty of identifying in advance those programs which will be of guidance value is well nigh insurmountable. If programs are offered in a series, then it may be that they will follow a pattern from week to week. But one cannot be sure that all will be valuable. Since most counselors and teachers have limited time to audit programs, it is helpful to encourage pupils to report on programs that have meaning for them. This procedure not only increases the number of ears and eyes of the counselor, but provides a good experience in evaluating programs.

When a program dealing with an occupation is received or replayed during a class period, a discussion should follow if full benefit is to be derived. In some schools, workers engaged in the occupation discussed in the radio broadcast listen with the class and lead a discussion afterwards. For example, if the radio program is to deal with the legal profession, one or two lawyers are asked to come to the school, listen to the broadcast with the class, and then enter into the discussion afterwards. This provides an opportunity for the pupils to get more firsthand information about the occupation. If a series of broadcasts is being used in a school, the librarian should be encouraged to prepare a list of material that is available in the library relevant to each week's program. This encourages interested pupils to read about the occupation under consideration. Presumably, when television comes of age it, too, will offer appropriate programs in this area.

THINKING IT THROUGH

What criteria should be used to evaluate radio and television programs?

How could a teacher help her class develop criteria by which pupils could judge the quality of programs?

Select one radio or television program and plan for its use in a group guidance program.

PANEL DISCUSSIONS

Panel discussions are used in regular subject-matter classes as well as in special guidance units or classes, with equal effectiveness. Once again it must be pointed out that pupils and teachers must make adequate preparation. Perhaps the most useful thing that can be done before

a series of panel discussions is introduced into a classroom is to have time spent in working out an outline of the kind of material that should be prepared.

Pupils who are to participate in the panel discussion should be encouraged to secure firsthand information by interviewing persons familiar with the topic, in addition to reading extensively from a variety of sources. If possible, a conflict of opinion should be presented to heighten audience interest. In an occupational field, for example, as the topic is assigned the panel, one of the best ways to stimulate interest is to have one group of panel members work on the preparation of a list of advantages of an occupation, and another group prepare a list of disadvantages. These can then be discussed during the panel.

During the first panel discussion it will be well for the teacher to sit in and help lead the discussion. As time goes on, the person in charge will be able to become an interested spectator and the pupils will handle the entire discussion. Definite effort should be made to keep the panel discussion from becoming merely a series of unrelated talks by various members of the class. After the members of the panel have presented the topic, questions from class members should be encouraged.

GUIDEBOOKS (CAREER BOOKS, SCRAPBOOKS, WORKBOOKS)

Guidebooks can assist pupils in organizing a vast amount of information. They can also stimulate a pupil to collect adequate data before making decisions. Improperly used, they can be a crutch for a lazy teacher, in which case they become a mere exercise in copying and pasting. The practice of having pupils merely collect a lot of clippings about various types of occupations and paste them into a vocations scrapbook seems to be of little value. If the books are to have value, they must be carefully organized and should encourage original investigation and creative thinking by the pupils.

Some pupils are motivated to work on their guidance workbooks if they have an opportunity to exhibit them to other members of the group. This practice is justifiable only if such exhibition is voluntary and does not actually cause (or even threaten) a pupil to reveal information about himself against his will. A few schools make it a point to have pupil scrapbooks about occupations entered in hobby shows, where prizes are given.

Recently, the trend appears to be away from the use of published guidance workbooks to individually designed ones. In part, this may be accounted for by the better preparation of teachers for group guidance

classes and the improvement of textbooks. *Building Your Life*[4] and *Occupations*[1] are examples of recent textbooks which free the teacher from dependence upon workbooks.

INTERVIEWS WITH POSSIBLE EMPLOYERS

Adequate preparation of the pupil is the first step in making interviews beneficial. Merely discussing or even learning a set of rules for interviewing does little to prepare a pupil for an interview. Hence, it is necessary to provide additional help. One of the best devices is role playing. This simply means that the pupil practices his interview by interviewing a fellow pupil or by playing the role of his prospective interviewee in a mock interview. In addition to helping the pupil formulate the questions he will ask, role playing allows him to catch some of the feeling of the interview situation.

Unless pupils know definitely what kind of information they are seeking, they will frequently return to school with a hodge-podge. It helps many pupils to prepare an outline which they can use during the interview and in the preparation of their reports, either oral or written.

Teachers should be on the alert for misinformation. Errors may be due to a variety of causes, such as pupil misunderstanding or interviewee prejudice. In any event, the error must be corrected. Perhaps one of the best ways is to suggest an additional interview.

THINKING IT THROUGH

The author believes that the interview can be used to accomplish many of the objectives of field trips. If one pupil, for example, were to interview the city health office, his report could be used to help all pupils experience vicariously a trip to the health office.

Make a list of topics you might include in a group giudance unit taught as a part of social studies. Indicate the grade level for which you plan the unit. For each topic, list either a field trip or an interview which might be used to enrich the unit. Do you find some topics for which you could use either an interview or a field trip with equal effectiveness?

What factors would guide your decision to use one or the other?

OCCUPATIONAL STUDIES LEAFLET

The *Occupational Studies Leaflet*[7] was prepared "to aid in the recording of the many facts about local occupations in a more complete and systematic manner." The leaflet has been widely used by schools since its preparation. As it is not copyrighted, many schools have pro-

OCCUPATIONAL STUDIES LEAFLET

_____
Most common title of the occupation

_____
Other titles

Work Done in the Occupation

3. Description of the occupation: _____

4. Local variations: _____

5. Examples of articles made or services performed: _____

Number of Workers in the Occupation

6. National basis:
   Date: _____ Total: _____
   Source of information: _____ Males: _____ Per cent of total: _____
   _____ Females: _____ Per cent of total: _____

7. Local basis:
   Date: _____ Total: _____
   Source of information: _____ Males: _____ Per cent of total: _____
   _____ Females: _____ Per cent of total: _____

Working Conditions

8. Wages: _____

9. Hours: _____

10. Surroundings: _____

11. Is this seasonal work_ Check Yes____ No____
    If the work is seasonal, give:
    a. Length of peak period: _____
    b. Length of slack period: _____

12. Trend of employment: _____

13. Hazards and safety measures: _____

Requirements for Entrance into the Occupation

14. Preferred age of entrance:____ Sex required: Check M____ F____ Either____

15. General education:

Required:	Preferred:
Complete___th grade in grade school	Complete___th grade in grade school
Complete___years of high school	Complete___years of high school
Complete___years of college	Complete___years of college
Complete___years of postgraduate work	Complete___years of postgraduate work

16. School subjects and other activities:
    a. Subjects that are essential: _____

    b. Subjects that are desirable: _____

    c. Hobbies that have a relationship to the occupation: _____

17. Licenses: _____

18. Bond: _____

19. Kinds of tests which must be passed: _____

20. Physical examination: _____

How to Get Started in the Occupation

21. As a learner:
    a. Describe briefly what the worker is taught: _____

    b. Duration of training period: _____

Name_____

Date_____

22. As a helper:
    a. Describe briefly the work performed and any training that the helper may receive:_____
    b. Length of time before helper can be a fully qualified worker:_____

23. As an apprentice:
    a. Length of apprenticeship:_____ Indenture: Check Yes____ No____
    b. Subjects taught on the job:_____
    c. Subjects taught in related vocational courses:_____

Comments and Information Not Covered Elsewhere

Note: Where more space is needed for the entry of any item on this schedule, a cross reference may be made to comments incorporated here or on a separate sheet. The comments should be numbered the same as the items on the schedule for easy identification. Keep extra notes, pictures, or other miscellaneous job information on the inside of this folder.

Federal Security Agency
U.S. OFFICE OF EDUCATION
Vocational Division
Occupational Information and
Guidance Service
Washington

duced on their own duplicating equipment the copies needed. The manual which was prepared to accompany the leaflet suggests several uses for it. Pupils can use it to collect information about occupations in which they are interested. Counselors and teachers can use it as a study guide for themselves or their pupils. It is a handy means for recording data for the occupational information file. If adequate information is obtained about local occupational opportunities through the use of the leaflet, the school will have a means of objectively evaluating its offerings in terms of vocational purposes.

THINKING IT THROUGH

To gain an appreciation of the *Occupational Studies Leaflet*, try to mentally complete the leaflet for the job of the school counselor.

Which of the items can you complete in a reasonably satisfactory manner?

Which are not appropriate to the counselor's job?

What additional items can you suggest to give a more complete picture of the work of a counselor?

THE CAREER WORKSHOP

The Guilford High School, Guilford, Connecticut,[12] has developed a workshop for the study of occupations. Although the workshop is scheduled as a course in the regular program of studies, it is unique in its approach. All work is assigned on a contract basis. The rules and regulations of the career workshop give the flavor of the approach.

Career Workshop—Rules and Regulations

Since this course is set up as a workshop, you, as a worker, will be subject to certain rules and regulations.

I. Job analysis
   1. The work will be assigned as a contract to be completed by you by a specified date.
   2. Each contract will consist of *three* divisions.
      a. Reading assignment
      b. Study guide questions
      c. Workshop activities

II. Working hours and regulations
   1. Hours: 50-minute work period and 250-minute (five-day) week.
   2. Regulations
      a. You are expected to arrive on time
      b. You will avoid any excessive absenteeism

3. Tardiness or unexcused absenteeism will be penalized by fines against pay credits.

III. Requirements
1. You will be expected to have with you in class each day
   a. Your textbook
   b. A pencil
   c. A large manilla envelope
   d. A manila folder
2. You will do your textbook reading at home.
3. You will do the supplementary reading in study hall. Books may be taken there with permission if asked before or after school.
4. Study guide questions must be done by the end of contract time.
5. Workshop activities will be completed in class.

IV. Pay system to be followed
1. The minimum credits will be on the scale of 60 for each contract completed.
2. Overtime (extra credits) will be given on the basis of quality of production: better work—better pay.
3. Fines will be charged against accumulated credits as follows:
   a. Tardiness
   b. Failure to come to work
   c. Loafing on the job
   d. Slowing up production
   e. Arriving without tools
   f. Careless workmanship
4. Each worker will be expected to keep a record of his credits and debits and he may check at any time with the foreman to see how he stands.
5. The foreman's accounts will be audited by the management.

Topics covered during the workshop are Planning Your Career, Survey of Occupational Fields, Survey of Yourself, Study of Representative Occupations, Study Yourself, Getting the Job, and Holding the Job.

CAREER AND COLLEGE CONFERENCES

One of the most frequently used schemes to disseminate occupational information is the career conference. These conferences, sometimes referred to as "occupational conferences," or "vocational planning days," are conferences during which representatives of an occupational group lead discussions which are attended by pupils. The variations in arrangements for career conferences are almost as numerous as the number of schools holding conferences. The procedure generally accepted is to invite representatives of particular occupational groups to come to the school and discuss their occupations.

College conferences, which at times are called "college days," "col-

lege night," or "further education conferences," follow a pattern very similar to career conferences. In this case, representatives of various colleges are invited to visit the school at a specified time to discuss their colleges with prospective students. Some schools do not limit representation to colleges, but invite representatives from trade and business schools, apprenticeship councils, and others who are associated with training opportunities. In short, the emphasis of the conference is changed from college to opportunities for further training.

Because career and college conferences require nearly the same type of preparation, only career conferences will be discussed. The task is left to the reader of modifying the suggestions to make them appropriate to other types of conferences.

In some cases these conferences are conducted on a county-wide basis, and in others several schools combine, in preference to each having its own conference. Cooperative conferences have the advantage of sharing expenses and work involved in planning. They also conserve the time of speakers who might be called upon to serve several schools. The Board of Cooperative Educational Services in Westchester County, New York, annually sponsors such a cooperative college conference. Its guidance director, C. C. Dunsmoor, reports that one of the advantages of cooperation is that many more colleges are represented than any one school could secure for a conference.

The organization of career conferences usually follows one of four patterns. One plan is to set aside an hour of the school day once a semester or year. During this hour a number of groups are formed, and each hears a different speaker. A second plan is to devote an entire school day to the conference. Usually a general assembly is scheduled, followed by a series of discussions in groups throughout the day. In this plan, pupils have the opportunity to attend a number of different meetings. This arrangement makes it a better plan than the first. A third plan is to schedule one meeting each week or so. Pupils interested in the occupation to be discussed are allowed to attend. This arrangement not only has the advantage of allowing all pupils to participate in all discussions of interest to them, but also the administrative details are less burdensome than in the other plans. A fourth plan is to have a career week. D. L. Mumpower, in describing the program in his school, states:[6]

We had staged the usual type of Career Day for two years and had exhausted our limited supply of consultants. We felt that the point of diminishing returns had been reached and that the students would gain little from additional conferences with the same persons. So last spring we dispensed with Career Day and replaced it with Career Week—each day during the week saw a different activity in furtherance of the central idea, "Being Realistic About Career Planning." The daily activities were:

Monday: First we made a survey in all homerooms of each student's vocational interests, plans and preparations. This was mainly a warm-up exercise, to start everyone thinking along the line of career planning. We announced in all English classes the beginning of a literary contest on subjects dealing with career planning.

Tuesday: We put on display in the corridors and the library a number of student-made posters concerning occupations and career planning.

Wednesday: An original skit was presented in assembly on the subject of career planning.

Thursday: Another assembly was held which featured the State Supervisor of Occupational Information and Guidance as the guest speaker on the subject, "Being Realistic About Career Choices in These Times."

Steps in Organizing Career Conferences

Appoint a Committee. A committee of teachers and pupils to be responsible for the organization of the career conferences should be appointed by the administrative head of the school. Counselors should be included on the committee, but should not be named chairman or given other heavy duties in connection with career conferences. Career conferences can be conducted successfully by teachers and pupils, and the counselor should devote his efforts to activities which require his specialized knowledge and skill. An effort should be made to select those teachers who are interested in guidance work and have the ability to meet the public.

Survey Pupil Interests. This committee should begin its work by taking a census of the pupils' likes, to ascertain what occupations they are particularly interested in having discussed. For this purpose a check sheet containing a list of occupations may be placed in the hands of all pupils. After an explanation of the purposes of career conferences, they should be asked to check those occupations which they are interested in having discussed, and to add any others which are not on the list.

The Hattiesburg High School, Hattiesburg, Mississippi,[9] used the check list shown on page 147 in planning for its career day.

Decide on Speakers. The results of this survey should be tabulated and decisions reached concerning which of the occupations are in enough demand to justify a career conference. For those which are not included, it is desirable to arrange interviews for pupils with workers in the field. After the occupations have been selected, the list of possible speakers should be prepared. The committee should not rely upon its own judgment for the selection of the speakers, but should make an effort to secure information from as many sources as possible.

Invite Speakers. A member of the committee should call upon each of the prospective speakers, explaining the purposes of career conferences and asking him to take part. Plenty of time should be taken to discuss with the speaker the kind of information desired and the nature of the

Your name_____Sex_____Grade_____

INTEREST SURVEY FOR CAREER DAY

The vocational and guidance departments are planning to sponsor a career day for your benefit. In order that we might provide consultants in those fields in which most pupils are interested, you are asked to indicate your occupational choices. Please mark three of the following in which you are most interested by numbering them 1, 2, 3, in the order of your preference. If the occupations in which you are interested are not listed, write them in the blank spaces provided.

_____ Advertising
_____ Air conditioning and refrigeration
_____ Army and Navy
_____ Architect
_____ Athletic director
_____ Auto dealer
_____ Auto mechanic
_____ Aviation
_____ Banking
_____ Barber
_____ Beauty operator
_____ Bookkeeping and accounting
_____ Carpenter
_____ Chemistry
_____ Civil service
_____ Designing and commercial art
_____ Cosmetology
_____ Dentist
_____ Electricity
_____ Engineering
_____ Farming and stock ranching
_____ Florist
_____ Forestry
_____ Grocery and frozen food
_____ Hotel work
_____ Housewife
_____ Insurance
_____ Interior decorating
_____ Jeweler and watchmaker
_____ Journalism
_____ Laboratory technician
_____ Laundry and dry cleaning
_____ Law
_____ Librarian
_____ Machinist
_____ Mason brick, tile
_____ Medicine
_____ Motion-picture-theater work
_____ Music
_____ Nursing
_____ Optometry
_____ Pharmacy
_____ Photography
_____ Plumbing
_____ Printing
_____ Radio broadcasting
_____ Radio technician
_____ Railroad work
_____ Real estate
_____ Religious work
_____ Restaurant business
_____ Retail merchant
_____ Salesman
_____ Social work
_____ Stenography
_____ Teaching
_____ Telephone and telegraph work
_____ Undertaking and mortuary work
_____ Veterinarian
_____ Welding
_____ Wholesaler
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

group to which he will speak. A typed outline, such as the one that follows, will help make these points clear to the speaker. The Summit County, Ohio, Guidance Committee provided each speaker with the following suggestions.

An important supplement to the guidance service of giving occupational information to pupils now in school is the assistance received from consultants employed in business and industry and in practice in the professions. Many outstanding men and women who have attended group conferences in the public schools have rendered a service of great values in discussing their respective occupations and experiences with pupils. It is hoped that the following suggestions will aid consultants in making their cooperation even more effective. These suggestions are not intended to restrict or pattern the plan of presen-

tation. Every consultant should feel free to modify and adapt this material to fit his particular vocational field.

1. Each session will be approximately forty-five minutes in length. The pupils anticipate that a portion of the session will be available for questions. However, it might be well to be prepared to occupy this question period with additional discussion in case there are few questions from the group.

2. Your group will be composed of eleventh- and twelfth-grade pupils. Their aptitudes and backgrounds vary, but all have expressed an interest in the vocation you represent. In developing the presentation, thought should be given to the level of understanding of high school juniors and seniors.

3. It is important that the vocational areas be presented objectively, helping the pupils to face facts presented in their true light—neither too optimistic nor too discouraging.

4. The use of charts or other illustrative material has proven to be of great value.

5. Stress should be laid first upon the kind of work which beginners in the field would do. Then ideas of specialization or levels within the field of work might be developed. Some of the areas which vocational conferences usually cover are as follows:

a. General nature of work; kinds of tasks involved in occupation

b. Education and training requirements

c. Personal qualifications needed

d. Specific information such as age limits, hours, income and compensation, employment prospects, promotional opportunities, etc.

e. Advantages and disadvantages

f. Related occupations

g. Source of information regarding this occupation

Robert Hoppock[3] presents a different point of view in his book *Group Guidance*. He suggests that the speaker not prepare a speech but rather answer questions asked by the conference leader and the pupils. He lists the following questions as ones that might be asked.

Do you employ dropouts? High school graduates? College graduates? Do they all start in the same job?

What are the principal job categories in which beginners start?

(From here on most of the questions are focused on the one or two categories which take the largest number of beginners.)

What are the starting salaries? About how much may the average worker expect to earn after 5 years? After 10 years? Are pensions provided?

What does a person do in this job? What is a typical day's work?

What are the minimum qualifications for getting a beginner's job? Minimum and maximum age, height, weight? Sex? Other physical requirements? Do you require a physical examination? On what physical deficiencies would an applicant be rejected? Do you hire married women? Do you fire single women if they marry? Does the worker have to have a license? Where does

he get it? What are the requirements for getting it? Must he supply his own tools? What do they cost? What aptitudes do you look for in new applicants? Do you give aptitude tests?

Must the beginner belong to a union? What are the chances of getting in?

Do you have any Negroes working for you now? Jews? Do you give preference to veterans? What chance does a nonveteran have?

Does a beginner need capital? How much? (This question is used only when the guest is self-employed.)

What preparation is required? What is the minimum you would accept? What do you prefer? How much time is required to get it? What does it cost? What subjects are included? Can you tell us where to get a list of approved schools? What subjects do you prefer to have an applicant study in high school?

How does the beginner get a job? To whom does he apply? Where? When?

What are the opportunities for advancement?

What are the future prospects? Is the occupation or the business expanding or contracting? How does the current number of applicants compare with the number of vacancies?

About how many beginners did you hire last year for each of these major job categories? Do you expect to hire more or fewer next year?

What are the hours? Are they regular or irregular? Is overtime required? Optional? Do you work Sundays? Holidays? Evenings?

Is the job steady or seasonal? What happened to the workers during the last depression? Does advancing age make the worker more or less valuable? What is the retirement age?

Do you ever have any accidents? What kind? What are the hazards?

Is the marriage rate among your girls higher or lower than average?

What do you think the workers like most about their jobs? What do they like least?

Do people generally have any mistaken ideas about this occupation?

Is there anything else we should have asked you?

Follow Up Invitations. To make sure that there are no misunderstandings concerning date, time, or place, a letter should be addressed to each speaker reiterating these points. Some schools have the principal sign these letters, in which he thanks the speaker for accepting the invitation. A few days before the conference is to be held, another letter should be sent. This letter will serve as a reminder of the meeting and can be used to give last-minute instruction about place of meeting or similar information.

Publicize the Program. After the speakers have been secured, all the available agencies for publicizing the conferences should be utilized. The school newspaper, the city paper, noon-hour anouncements, or any other media available to the committee should not be overlooked. It is

quite likely that the student members of the comittee can handle this phase of the career conference.

Arrange the Conference Schedule. If the meetings are planned to take place one at a time over a period of weeks, scheduling is a simple matter. It involves deciding what hour each week and in what order the occupations are to be discussed. On the other hand, if many meetings are arranged for a single day, scheduling is more complicated. Holding several meetings at one time does have two advantages, in that it reduces the size of the group and it serves to make the group more homogeneous from the standpoint of intensity of interest. Whether or not these advantages outweigh the disadvantages is a moot point. When conflicting meetings are scheduled, care should be taken to arrange those that discuss closely related occupations at different hours. For example, a discussion of banking and office-machine operation should not be scheduled for the same hour as general office work. On the other hand, little conflict will result if beauticians are discussed at the same time as automobile mechanics.

In some cases it may be necessary to schedule the conferences on the basis of available seating facilities. A simple plan is to have the pupils sign up a day or two in advance for the conferences that they wish to attend, limiting the number of pupils for each group.

A more elaborate plan is used in the Naperville High School.[8] A list of meetings scheduled for the day, together with descriptive material, is given to each pupil well in advance of the conference day. Pupils list their choices on a registration form which shows time of meeting and topic. These forms are then tallied to determine the number of pupils desiring to attend each meeting. With this information, it is possible to assign rooms of appropriate size for each meeting. On the day of the conference, the registration form is returned to the pupil with the room numbers shown for the meetings he selected. It serves as a program for his day's activities.

Select Student Chairmen. A student chairman should be chosen to preside over each career conference. He should be a pupil who is particularly interested in the occupation that is to be discussed. His duties are to familiarize himself with the occupation, to prepare a number of questions for discussion, and to act as a student host and introduce the speaker. The advantages of having a student chairman will be apparent once this method is tried. Because pupils feel that they have a part in the career conference, they are more likely to enter into the discussion if it is presided over by a pupil rather than by a teacher.

Follow Up the Conference. The committee's task does not end when the last speaker finishes his talk. The most important part of the conference is the follow-up.

The committee should arrange for follow-up discussion of topics covered in the conferences. Classes or individual pupils should be encouraged to seek further information and to evaluate the opinions expressed by the speakers.

Arrangements should be made at the conclusion of a career conference for pupils to interview the speaker. They should be urged to discuss questions which grow out of the conference with the counselor. The occupational information that they have received during the conference will not reach its full effectiveness until the pupil has related it to himself.

STUDENT OUTLINE FOR NOTE TAKING

Occupational group_____ Name of speaker_____
Position or firm or title_____

I. What is the nature of the vocation?
   Duties_____
   Advantages_____
   Disadvantages_____
II. What education is necessary?
   How much_____
   What kind_____
   What it would cost_____
   Where could one obtain it_____
   Any special licenses, exams, certificates_____
III. What qualifications should the individual have?
   Mental ability_____
   Personality_____
   Talents and special abilities_____
   Age, sex, height, physical requirements_____
   Any unusual demands upon the person_____
IV. What earnings could one expect?
   Pay scale_____
   Opportunities for advancement_____
   Possible to transfer to other vocations, civil service jobs
   _____
   Any other personal rewards
   _____
V. What is the present outlook?
   _____
   _____
   _____
   _____
   _____
VI. How could one "break into the field"?
   Where to apply_____
   Where to obtain further information_____
Added notes:_____
_____
_____

The school library can benefit by career conferences, too. In some schools advanced-shorthand students are assigned to each meeting. They make a stenographic transcription of each speech and the discussion which follows. After these transcriptions are proofread by the school counselors, they are retyped, bound in folders, and placed on the occupations shelf in the school library. In other schools, pupils are asked to take notes and these notes are filed in the counselor's office. The outline on page 150 is used in the Chicopee Falls Public Schools, Chicopee Falls, Massachusetts.[10] The last question is a means of calling attention to the assistance which can be obtained from the counselor.

Cautions Concerning Career Conferences

This discussion of career conferences can be summarized by considering some of the dangers which must be avoided. Unless a survey of pupil interests has been made, it is likely that too much emphasis will be placed upon the professions. To secure the services of the local doctor, lawyer, and minister is not sufficient. In fact, it is likely that the information presented by these people will be applicable to only a small percentage of the student body. Every effort should be made to secure the assistance of skilled tradesmen, farmers, and businessmen. It is true that many of them are sometimes not as fluent speakers as those in the professions. But speaking ability can be sacrificed in the interests of information when the conference is conducted in the manner described by Hoppock.

Care should be used in the selection of speakers, so that they are not unduly prejudiced either for or against a particular occupation. For example, the owner of a business college is more likely to stress the advantages of business occupations than to give an unbiased picture. It is sometimes advisable to supply the prospective speakers with printed occupational material containing accurate statistics which they can use in their speeches.

Unless the speakers are informed of the approximate length of the career conferences, it is likely that they will speak far too long. They must also be asked to leave adequate time for questions.

Another danger is that the speaker will not get the student point of view and will not be able to hold the interest of the pupils. If there is any doubt about the speaker's ability to hold his audience, it is probably better to use the question method prepared by Hoppock.

Because there is the possibility that pupils will want to attend more than one conference, the career conferences should be carefully scheduled, so that two conferences which have a wide appeal do not take place at the same time.

SOCIODRAMA

Sociodrama has been used for a number of years in mental hospitals to help patients achieve new understandings and insights. More recently it has been used in group guidance situations from kindergarten through college.

Sociodrama is entirely spontaneous and unrehearsed. Costumes and scenery are not needed. Props consist only of chairs, tables, or other items commonly found in classrooms. Dramatic talent is not required; what the actors say is more important than how it is said.

The use of the technique is described in the following paragraphs, which are quoted from *Sociodrama as a Guidance Technique:*[2]

Trying out sociodrama. The first time that sociodrama is tried out, it is important that each member of the group understand the rules of the game. The director (counselor or teacher) keeps the action moving, but does not direct the thinking of the students. He aims to have every member of the group understand what is expected.

For a first trial, therefore, it is better to enact some home problem, rather than an occupational one. Many students have had no job experience, but home problems are real to each one. Give the group free choice of home problems. Later try occupational problems.

Director: "This is our first attempt at sociodrama. We are going to enact a home problem taken from real life. Who will suggest something that has come up at home about which there was a disagreement?"

Problems that a group will suggest are unpredictable. Usually students suggest situations in which they have been denied something that they really wanted, such as: (1) dates on school nights, (2) using the family car, (3) borrowing father's best tools, or other simple problems that are current in family life.

Director: Let's vote on which problem we will enact."

The group is given free choice of the problem that is found most provoking. Suppose the choice is the first problem about dates. The director might ask for a show of hands: (*a*) those who approve, (*b*) those who disapprove, (c) those who are not allowed to go on dates on school nights. The problem is thus made obvious.

Director: "We will now enact this problem. Who will play the part of the girl who has been asked for a date on a school night?"

Let the group decide on the one to play the part.

Director: "What kind of a girl should she portray?"

Let the group suggest several different character traits for the girl to enact.

Director: "What other players do we need?"

The group is likely to suggest "a father" and "a mother." Let the group also suggest character traits for these players—old-fashioned, hard-boiled, etc. In the end each of the players knows the type of person he is to play.

Director: "The players will now come forward." (They come to the front of the group.) "Take a minute to decide where the scene will be played and announce it to the group." (They confer, and one announces that the scene takes place around the dinner table at home.)

Without further ado the players begin speaking their parts spontaneously. The dialogue needs no direction because it is simply logical conversation. Educators are often surprised at the ease with which even the most reserved students play their parts. This goes along until the director ends the scene when there is a good opportunity for group discussion.

Group discussion. An important feature in sociodrama is the discussion of the problem as enacted. Human problems have more than one solution and cannot be answered categorically, because circumstances alter cases. Acting the parts reveals different sides of a problem. Students learn to think solutions out for themselves. By reversing the roles the players get another slant at the problem from the viewpoint of the other fellow.

Reversing roles. In sociodrama we can disregard the sex of the players and reverse roles so that a girl may play a male part, or a boy may play a female part if necessary.

Director: "We are going to replay this episode with the same players, but reverse the roles. The 'father' will take the 'girl's' part; the 'girl' will take the 'mother's' part; and 'mother' will take 'father's' part. Now play the episode over with these changes."

Staging vocational problems. After such a demonstration of a familiar human relations situation students have gained a notion of what is expected in sociodrama. From then on, the director may suggest dramatizations of problems in the vocational area, or in any other area involving human relations. Occupational questions and selection of courses of study are readily dramatized.

Occupational choice is a big problem with most young people. Through sociodrama, a counselor can get at some of the reasons a student has for his occupational choice and also whether he has adequate knowledge about his chosen occupation. Students can dramatize effectively the statement that—more people are fired from their jobs because they cannot get along with their fellow-workers than because of lack of skills. Pioneers of industry can be brought to life on the stage. "Living newspapers" make current events in occupational fields more real. Problems in technology and science hold more meaning when dramatized. Students in vocational classes reveal their secret ambitions; may tell how they came to select vocational training; and may shed light on their employment prospects. In a one-man sociodrama, the director may assign a student to choose an occupation from the skilled trades and talk for two minutes. The student should then begin as follows: "I am an auto mechanic (or any other choice) and I like my job because . . . ." He would then endeavor to sell his job to the rest of the class and try to recruit workers to his occupation.

In vocational classes or in occupations classes, any obstacle, however small, raises a question that must be answered. Why take machine shop work in school if apprenticeship is necessary to get a job? Can I get a job in barber-

ing without a license? What employment does dressmaking lead to? What is the job of power-sewing-machine-operator like? In sociodrama, the director must use his imagination in staging these and other questions about occupations, and in using the dramatic method as a learning device and a guidance technique.

SUMMARY

Guidance information, like any subject-matter area, is interesting to some pupils and uninteresting to others. More pupils will be interested in guidance information if it is well presented than if it is not. Aids that teachers can use to heighten pupil interest were discussed in this chapter. These aids will be of little value to the unimaginative teacher who attempts to use them mechanically. The skillful teacher will adapt them to meet the varying conditions which confront him as he meets each new group of pupils.

SELECTED READINGS

Moustakas, C. E., *The Teacher and the Child.* McGraw-Hill, 1956.

In this fascinating book the author reports the experiences of teachers and pupils in elementary and secondary schools when the expression of feelings was planned for and encouraged. Verbatim reports of classroom experiences add to the book's appeal. After reading the first three chapters, select one of the remaining chapters which discusses activities at a grade level of particular interest to you and answer the following questions.

What group techniques did the teacher use to encourage expression of feeling?

Do you agree with the policy of allowing free expression?

What techniques can you suggest to the teacher which will help pupils acquire guidance information?

Forrester, G., *Methods of Vocational Guidance,* Heath, 1951.

This standard text has long enjoyed a reputation of being a compendium of vocational guidance techniques. Chapters 3 to 6, 10 to 22, and 25 describe many techniques in considerable detail. You may be interested in examining the author's descriptions of techniques.

How could you adapt one of Forrester's techniques to information other than vocational?

Benne, K. D., and B. Muntyan, *Human Relations in Curriculum Change,* Dryden, 1951.

This book provides many insights into the nature of the group process which must be understood to maximize the usefulness of the techniques just described. If you do not have time to read the whole book, Part 3 is especially recommended.

Identify at least six principles set forth by Benne and Muntyan which apply to one of the techniques described in this chapter.

Make a list of the ideas you secured from the book which will help you to become a better group member or group leader.

SOURCES OF INFORMATION

Secured from Published Materials

1. Greenleaf, W., *Occupations,* McGraw-Hill Book Company, Inc., New York, 1955.
2. *Sociodrama as a Guidance Technique.* U.S. Office of Education, Guidance and Student Personnel Section, Washington.
3. Hoppock, R., *Group Guidance,* McGraw-Hill Book Company, Inc., New York, 1949, pp. 72–73.
4. Landis, J., and M. Landis, *Building Your Life,* Prentice-Hall, Inc., Englewood Cliffs, N.J., 1955.
5. McIntire, G., "Let Pictures Tell the Story," *Occupations,* vol. 20, November, 1941, pp. 124–126.
6. Mumpower, D. L., "Have You Tried Career Week?" *Mississippi Educational Advance,* February, 1954, pp. 4–13.
7. Zeran, F. R., *Occupational Studies Leaflet,* U.S. Office of Education, Occupational Information and Guidance Service, Misc. 2923, Washington.

Secured from Schools

8. Angeline Gale, Counselor, Naperville High School, Naperville, Ill.
9. W. T. Garner, Counselor, Hattiesburg High School, Hattiesburg, Miss.
10. Mary G. Harrington, Director of Guidance, Chicopee Falls Public Schools, Chicopee Falls, Mass.
11. Janice E. Harris, Director, Psychological and Guidance Services, Summit County Board of Education, Cuyahoga Falls, Ohio.
12. Elsie C. Menzies, Guidance Director, Guilford High School, Guilford, Conn.

9 STUDYING THE INDIVIDUAL

THE GUIDANCE PROGRAM is intended to serve pupils as individuals by helping them to learn more about themselves. In the process of assisting them, the guidance program makes use of a variety of procedures. Some are appropriate for group use, others can be applied only to one pupil at a time. In either case, the objective is to help each pupil to gain a knowledge of himself. This objective requires that the guidance program must set up procedures to study the individual pupil. A knowledge of a pupils' strengths and weaknesses does not often result from chance happenings or activities incidental to usual school routine. Definite provisions must be made for the *study* of each pupil. This chapter describes some of the ways in which schools study their pupils and help them to understand themselves.

THE CUMULATIVE RECORD

Because the study process yields many data, some means of organizing and preserving them must be used. Most schools make use of a cumulative record for this purpose. The cumulative record is, as the term implies, a record of information about the pupil which is accumulated from many sources over a period of time. The cumulative record is a means of making the data available for use when needed. Unless the data are used, there is no point in keeping them. Unfortunately, in the past some schools have made a ritual of compiling a cumulative record without actually using the information. In schools where the record has been treated as though it were an end rather than a means, much needless effort has been expended. Teachers and pupils in these schools have, with just cause, become extremely resentful of the cumulative record procedures. All proposals for the cumulative record should be weighed in

terms of the probable use of the records. The ultimate criterion must be the contribution of the record to a better understanding of the pupil by himself as well as by those who teach or counsel with him.

What is the best type of cumulative record? An easy answer to this question is that for each school the best record is the one that meets its needs. This answer, however, states nothing more than the obvious fact that the criterion of usefulness must be employed in the selection of a cumulative record. Three other criteria should also be considered in decisions affecting the kind of record to be used: (1) it should be planned for use in helping pupils understand themselves, (2) it should display significant facts for quick interpretation in minimum space, and (3) it should require a minimum of clerical work by school personnel to keep it up to date. Of these four criteria, the first two should be given the most weight by a school as it decides what type of record it will use.

Types of Records

Cumulative records can be divided into two main categories: (1) school-kept and (2) pupil-kept. The school-kept record is the kind traditionally used by schools. Impetus for its introduction into the schools came after the successful use of the Soldier's Classification Card during the First World War. This card was employed as a means of collating a body of data about each soldier with the needs for various kinds of personnel in the Army. It was a device which aided Army administration in the classification of its soldiers. The administrative usefulness of a cumulative record was a prime motivator for devising this counterpart of the Soldier's Classification Card for use in the schools. On the other hand, the pupil-kept cumulative record has a different history. In this case the prime consideration was the fashioning of a record which would contribute most to a pupil's understanding of himself. Of course, this brief description and the dichotomy in the historical motivating factors and origins of the two categories of records is much too neat to apply to all records. It would probably be more accurate to describe the two as extremes. Most schools have mixed motives, which include both administrative convenience and self-understanding by pupils.

Within each of these two major categories cumulative records are of three general types: (1) the packet or folder type, where a variety of record cards are kept together; (2) a single card or folder upon which all data are recorded; and (3) a combination of these two, where part of the information is recorded on the folder and the remainder filed inside.

The Packet Type of Record

The packet type is the most easily constructed record. A plain file folder is satisfactory for holding the various record cards. Since each

type of information can be collected on a single card, this system is very flexible. A school may decide that it can gather and use information about the home background of pupils. A form can be duplicated and each pupil asked to fill it out. It is then filed in the pupil's folder. Later, it may be decided that a record of extracurricular activities could be used. Without disturbing the existing records, the additional information can be collected on a sheet which is later inserted in the folders. The variations of this plan are numerous. Some schools use a different color for each insert, to make it easier to locate desired information. A few schools mimeograph the inserts for experimental use. When they discover a satisfactory form, they have it printed. Others prefer to use forms which are mimeographed or otherwise duplicated within the school. Some schools use a combination of printed and other forms.

Three inserts which are used in Fargo, North Dakota, schools are reproduced on pages 160–163. The Scholarship Record (pages 160–161) and the Social History (page 162) are printed. The Summary Profile of Tests (page 163) is mimeographed by commercial students. In addition to these inserts, a number of other forms are used, such as a health card, a pupil questionnaire, summary profiles which accompany standardized tests, and records of interviews. All are filed in a plain folder bearing only the pupil's name.

The Single-card or Folder Record

The insert type of record has great flexibility, but it is not obtainable commercially. Thus each school must assume the responsibility for preparing its own forms. Some schools find that prepared records meet their needs. These are usually of the single-card or folder type, upon which all information is recorded.

There are a number of states which have adopted cumulative records on a state-wide basis. Within the boundaries of the state, transfer of information about pupils is greatly facilitated by such a plan. On pages 164 and 165 are shown the front and back of the Maryland High School Record. Numerous schools in Maryland supplement this form by using a folder to file additional information concerning each pupil.

One of the most popular types of record is the cumulative folder. The American Council on Education has published several such forms. Most commercial publishers of tests and other guidance material have such forms among their publications. These forms are frequently criticized because they are not flexible enough to meet local conditions. This lack is overcome in part by schools which review the forms of many publishers before deciding on one. Since a variety of forms is available, most schools can find one that will meet their needs. In the manual for one such folder, published by the Keystone Distributing Company,

SCHOLARSHIP

Name

Last First Middle

ELEMENTARY SCHOOL

Year	19 19	19 19	19 19	19 19	19 19	19 19	19 19	19 19
Grade								
Building								
Reading								
Language								
Spelling								
Writing								
Arithmetic								
Geography								
History								
Hygiene								
Music								
Art								
Physical ed.								
Auditorium								

Transfers (intercity)	Grade Bldg.	Date 19 19		
		Marks		
	Subject	1st	2d	Credit
High school graduation				
Date				
Number in class				
Standing in class				

Credits sent to (after leaving school)

RECORD

Birthdate: Month Day 19 Sex M F

SECONDARY SCHOOL

Grade 7 Bldg. Date 19 19		Grade 8 Bldg. Date 19 19	
Subject	Marks	Subject	Marks

Grade Bldg. Date 19 19				Grade Bldg. Date 19 19			
Subject	Marks 1st	2d	Credit	Subject	Marks 1st	2d	Credit

Grade Bldg. Date 19 19				Grade Bldg. Date 19 19			
Subject	Marks 1st	2d	Credit	Subject	Marks 1st	2d	Credit

SOCIAL HISTORY

Name Birth date: Month Day 19 Sex M F

Last First Middle

Addresses:

Place of birth

Authority for birth date

____ Birth certificate ____ Physician's statement

____ Passport ____ Parent's statement

____ Bible ____ Pupil's statement

____ Baptismal certificate ____

Name	Occupation	Last grade in school	Church preference	Health	Deceased
Father					19
Mother					19

Economic status of family

	19____	19____	19____	19____
Good	( )	( )	( )	( )
Moderate	( )	( )	( )	( )
Low	( )	( )	( )	( )
Unknown	( )	( )	( )	( )

Pupil lives with

	19____	19____	19____	19____
Both parents	( )	( )	( )	( )
Mother	( )	( )	( )	( )
Father	( )	( )	( )	( )
_____	( )	( )	( )	( )

Children in family other than pupil

	19____	19____	19____	19____
Older boys	( )	( )	( )	( )
Older girls	( )	( )	( )	( )
Younger boys	( )	( )	( )	( )
Younger girls	( )	( )	( )	( )

Language in home

Mother

Spoken Written

Father

Spoken Written

Citizenship

Father

Mother

Child

Home conditions: (Reveal any information that may give a better insight into the home conditions.)

Fargo Public Schools
Fargo, North Dakota

SUMMARY PROFILE OF TESTS

Name (last name first) Birth date Sex F M

	Date	Name of Test	R. Score	%ile	Norm Group	10	20	30	40	50	60	70	80	90	100
Scholastic Aptitude															
Achievement Test															
Special Aptitudes															
Personality Tests															
		Bell Adjustment Inventory	Home		Health	Social			Emotional			Total			H.S.

MARYLAND HIGH SCHOOL RECORD — High school — County

1 Name of pupil: Last — First — Middle

B / G

Birth date: Yr. Mo. Day — Birthplace

Source of birth record: ___ Birth cert. ___ Baptismal cert. ___ Passport ___ Bible ___ Parent

2 Father or guardian — Birthplace — Education — Occupation — Mother or guardian — Birthplace — Education — Occupation

3. Status of Home. Pupil lives with (enter in pencil)

Father and mother — Date ____

Father ____ (mother dead) ___ Stepmother ___ Date ____

Mother ____ (father dead) ___ Stepfather ___ Date ____

Guardian ( ) Date ____

Relative ( ) Date ____

Other ( ) Date ____

No. of brothers: Older ____ Younger ____

No. of sisters: Older ____ Younger ____

Parents: Date — Separated ____ Divorced ____

4 Significant Items from Elementary Record

School from which graduated ____ Date ____

Subjects in which work was Superior	Inferior	Personality traits needing attention	Years spent in each grade		
			Kdgn		5
			1		6
			2		7
			3		8
			4		Total

Comments: Causes of repeating or long absence, unusual home conditions, extraordinary abilities or disabilities, outstanding achievements in elementary school, etc.

5. State of Health

Condition	I	II	III	IV	V
No gross defects					

Defects (list)—Indicate defect by D and successful treatment by T.

Serious illnesses or injuries	I	II	III	IV	V

6. Home Background

Is parent regularly employed? Yes ___ No ___ Partially ___

Home owner: Yes ___ No ___

Facilities for home study (check): Reference books ___ Daily paper ___ Magazines ___ Quiet room ___

Further comments on significant home conditions, including marked talents or accomplishments of family members or near relatives, neighborhood conditions, etc.

7 Year	H.S. Yr.	Age Sept 1 Yrs.	Age Sept 1 Mos.	Date entered	Times tardy	Days Abs.	Days Pres.	Cause of long absence	Withdrawn Date	Withdrawn Cause	Residence—P. O. address	Miles one way Walked	Miles one way Transported	Phone Indicate phone of nearest neighbor by (N)
19 - 19														
19 - 19														
19 - 19														
19 - 19														
19 - 19														

8–9. Use of Out-of-school Time

8 Hobbies, leisure activities special interests*	I	II	III	IV	V

* Indicate for each year by single and double check marks extent of interest (see Section 19).

9. Hours per week when interviewed spent in

	I Home chores	I Paid work	II Home chores	II Paid work	III Home chores	III Paid work	IV Home chores	IV Paid work	V Home chores	V Paid work
Before school										
After school										
Week end										

Note—List all "paid work" in Section 15.

10. Pupil Traits

Use code below to show extent to which pupil needs development

N—None S—Some M—Much

	I	II	III	IV	V
Courtesy					
Leadership					
Sociability					
Initiative					
Trustworthiness					
Perseverance					
Personal appearance					
Self-control					
Attitude toward criticism					

11 (Space for picture)

12 Comments on Pupil's Educational Intentions

13. Vocational Preferences

Year	Pupil	Parent
I		
II		
III		
IV		
V		

14. Further Education

Institution	Date entered	Grade of work or quintile rank	Date withdrawn or graduated	Degree

15. Work Experience, Including Summer Work

Employer	Type of work	From Mo.	From Yr.	To Mo.	To Yr.	Comments

Name of Pupil Last First Middle

16. Scholastic Record

B
G

Course	I	II	III	IV	V	Yr. of Grad.
Ac.						
Gen.						
Com.						
Voc.						

Total no. in grad. class _____
Pupil's rank in class _____
Quintile rank _____

Subjects (Show detail and use same order as in Bulletin)	Units earned	No. of weeks	Periods per week	Length of period	Average Term 1	Average Term 2	Average An.
1st Year 19 _ to 19 __ at _____ High School							
English							
3d Year 19 _ to 19 _ at _____ High School							
English							
5th Year 19 __ to 19 __ at _____ High School							

Subjects (Show detail and use same order as in Bulletin)	Units earned	No. of weeks	Periods per week	Length of period	Average Term 1	Average Term 2	Average An.
2d Year 19 __ to 19 __ at _____ High School							
English							
4th Year 19 _ to 19 __ at _____ High School							
English							

17. Unit Summary	I	II	III	IV	V	Tot.	Unit Summary	I	II	III	IV	V	Tot.
Eng.													
Math.													
Soc. st.													
Sci.													
							Art						
							Music						
							Phys. ed						
							Total						

18. Record on Standard Tests

Name of test	Mo.	Yr.	Form	Raw score	%-ile rank	Grade equiv.	IQ	Name of test	Mo.	Yr.	Form	Raw score	%-ile rank	Grade equiv.	IQ

19. *Activities (Show detail)	I	II	III	IV	V
Student council					
Class organization					
Home room					
Dramatics					
Orchestra—band					
Glee club—chorus					
Publications					

20. *Athletics (Show detail)	Badge No. Won	I	II	III	IV	V
Inter-School Intra-Mural	Fall					
	Winter					
	Spring					
Inter-School Intra-Mural	Fall					
	Winter					
	Spring					

21. *Clubs and Other Organizations†	I	II	III	IV	V

* Note—A single check mark (√) indicates participation. A double check mark (√√) indicates leadership or outstanding achievements.
† Include out-of-school organizations such as scouts, "YM" church groups, etc.

22. Honors Won

Other Accomplishments

23. General Remarks

24. Supplementary Data—This card is designed to be kept in a folder. Such a folder for each pupil may well contain additional information of the following types:

1. Elementary school record.
2. Correspondence with parents.
3. Anecdotal records.
4. Detailed health record.
5. Details of interviews with pupil and/or parents.
6. Conduct or discipline adjustment.
7. Reports from psychiatrists, social agencies, etc.
8. Profile chart of test results.

James T. Vernay & Sons Co. Form No. 7142-9-39

Camp Hill, Pennsylvania, it is suggested that schools record information in only those sections which can be used. This suggestion has distinct merit in that it removes the onus of getting so involved in recording data that no time is left to make use of them.

The Combination Record

Since the single-card or folder records are usually prepared for use in a wide variety of schools, they do not suit any particular school in all respects. But, at the same time, a school may not be prepared to go all out and construct its own packet type of record. A compromise is available to these schools. A prepared cumulative record is purchased for use and is supplemented by forms devised by the school. This type of cumulative record system is found in many schools.

The contents of the cumulative record depend not only upon the facilities available to the school for the study of its pupils, but also upon the planned use of the record. There is no stock answer to the question, "What should the cumulative record contain?" The National Committee on Cumulative Records made an extensive study of cumulative record practices. After carefully reviewing current practices, the committee recommended that cumulative records should contain the following information in so far as a school system is *prepared to use it:*[3]

Personal
- Name
- Date of birth
- Evidence of birth
- Place of birth
- Sex
- Color, race
- Residence of pupil and/or parents

Home and community
- Names of parents or guardians
- Occupation of parents or guardians
- Are parents alive or deceased
- Ratings of home environment and/or economic status
- With whom does pupil live
- Birthplace of parents
- Language spoken in home
- Marital status
- Number of siblings, older and younger

Scholarship
- School marks by years and subject
- Special reports on failures
- Record of reading

Test scores and ratings

General intelligence test scores
Achievement test scores
Other test scores
Personality ratings

School attendance

Days present or absent each year
Record of schools attended, with dates

Health

The following types of items are desirable if a school has a health program in which physicians and nurses are a part.

Complete health record, to be filled in by physician or nurse
Record of physical disabilities
Vaccination record
Disease census

If a physician or nurse is not available for examining school children a rating of the health of pupils may be made by the teachers, the type of rating depending upon the extent of the education of teachers in health matters.

Anecdotal records

If an anecdotal record system is to be used, a special form should be developed. Anecdotal reports may be kept easily if filed in a folding type of cumulative record or where records are kept in envelopes.

Miscellaneous

Employment record during school years
Vocational plans
Counselor's notes
Extracurricular activities
Follow-up record after leaving school (employment and further education)
Space for notations by teachers and others

THINKING IT THROUGH

The discussion of cumulative records has left unanswered certain basic questions dealing with their use. A few of these are raised in the situations described below. As you think about these situations, give consideration to the need for confidentiality of certain kinds of personal data, the limitations with respect to the validity of entries in cumulative records, and the responsibility to the pupil. Each of the situations should indicate the need for some statement of policy regarding the use of cumulative records. What policy would you suggest? Why?

An irate parent comes to the school and indicates his belief that Mrs. Jones "has it in for his boy." He has heard that teachers write notes about pupils and that these are kept on file. He demands to see "those slanderous notes which Mrs. Jones has written." What would you do?

A pupil of average ability comes to you, the counselor, and says, "John said Mrs. Jones told him that his cumulative record showed he had an IQ of 140 and that he should do better in school. What does my record show my IQ to be?" How would you answer him?

A prospective employer telephones the schools to ask about a pupil who was graduated ten years ago. He wants to know what marks he received and what the school knew about the boy's family. The record shows he had a straight "A" average and that both the father and mother were frequently jailed for drunkenness. You know that as soon as the boy finished school he left home and has since led an exemplary life. What would you tell the employer?

Pupil-kept Cumulative Records

It was pointed out previously that pupil-kept cumulative records are designed to assist pupils in understanding themselves. They must be justified upon this basis rather than a saving in clerical work by school personnel. In a few schools, student help is secured in keeping a more or less traditional cumulative record. In these schools, pupils simply displace clerical workers. The whole problem of exploitation of pupils must be faced. Likewise, these schools must safeguard confidential information if pupils work on records other than their own.

A pupil-kept cumulative record system is more than a device for accomplishing clerical work. It is a guidance aid to pupil self-understanding. At present such records are not widely used. A record that departs from the traditional in the direction of the pupil-kept kind is currently used in the Mt. Clemens High School, Mt. Clemens, Michigan.[9] The Student Personnel Record, reproduced on pages 170–173 is completed by pupils. True, many of the questions asked on these forms yield cross-sectional information, as do data blanks (discussed later in this chapter), but some of the items are designed to cumulate information, e.g., the secondary record on the front of the form (pages 170–171).

The cumulative records of the Lindsay Senior High School, Lindsay, California,[7] are prepared by pupils. The variety of entries makes them unusual. Filed in plain folders, each one contains a questionnaire about future plans, the results of several personality inventories and self-rating scales, an interest inventory profile, and an autobiography. Following these items, a pupil-prepared summary covers the following topics:

1. Scholastic achievements as indicated by average grade in each subject.
2. A summary of interest inventory results in quintiles
3. Results of scholastic, mechanical, and clerical aptitude tests, also recorded in quintiles
4. History of work experience
5. Discussion of social activities

6. A list and description of hobbies
7. A summary of ratings
8. A statement of educational plan
9. Record of occupations and education of parents
10. Discussion of any personal handicaps

The most comprehensive pupil-kept cumulative record system with which the author is acquainted is that employed in the Hayward Union High School district, Hayward, California. In this district, all the high schools follow the plan of integrating counseling and social studies. In a six-period day, the counselor teaches four sections of social studies and uses two periods for counseling. His counselees are those pupils who are enrolled in his classes. Each pupil remains with the same counselor (unless he requests a transfer) through the four years of social studies required of all students. The social studies curriculum includes the usual history and government content, but is enriched with many guidance units.

During the first semester of the ninth grade, a series of units are used to introduce the record system to the pupils. The units and accompanying records will be discussed in the following paragraphs.

The first unit, Studying Yourself, is designed to stress the importance of understanding one's self. The SRA Youth Inventory is administered as a part of this unit. The pupils score it themselves and draw their own profiles. The unit leads naturally into the next one, You and Your Family. Here the first record form, My Personal Record, is introduced (see pages 174–175). This record calls for the information usual for this type card. During the unit of work pupils are encouraged to consider the significance of the information they record, in addition to considering their relationships with members of their family.

Following these units, two units dealing with Your Personality and Your Friends are presented. In the course of these units, My Social Record is introduced (see page 176). Note the upper right corner of the front of this form. Here the pupil sets goals for himself in those areas in which he wishes to improve. Near the end of the year, he indicates his progress and sets goals for the following year. This section illustrates in a graphic manner one of the basic objectives of the program, namely, getting the pupil to accept responsibility for himself. The reverse side of this card is simply ruled to provide a space for the pupil to record his activities during high school.

The next unit is concerned with academic ability. The pupils are introduced to the outside folder in which the other cards are kept (see pages 177–179). This form is printed on a standard letter-size folder. It should be noted that, in addition to this record of marks, an official record is maintained by clerical workers in the school office. Taking, scoring, and drawing a profile of the SRA Primary Mental Abilities Test is

STUDENT PERSONNEL

Print your name Age Address

Father's name Mother's name

Secondary School Record

7th Grade	Mark 1st	Mark 2d	10th Grade
8th Grade			11th Grade
9th Grade			12th Grade

Schools Attended

If you have gone to any schools other than Mount Clemens Public Schools, list them.

Reasons for

Date of

RECORD

Phone Date Grade

Guardian's name

General Health Report

Mark 1st	Mark 2d	
		Circle the word which fits you.
		My health is: excellent, good, fair, poor.
		Have you had any serious illness? name it.
		Do you have any chronic illness? name it.
		Are you subject to fainting or dizzy spells? yes or no.
		Do you have dental or medical care when needed? yes or no.
		Do you need glasses? yes or no.
		Do you wear glasses? yes or no.
		Do you get eight hours of sleep regularly? yes or no.
		Is there any health or nervous problem you want information on? yes or no.
		Do you have a good place to study? yes or no.

School Activities

What school activities have you taken part in?

Which ones have you enjoyed most?

Family Data

Are your father and mother divorced? yes or no.
How many sisters do you have?
How many brothers do you have?
Father's occupation.
Mother's occupation.
National descent.
Race or color.
Language used in home.

Graduation from High School

Date of Graduation.
Course taken.
Principal.
Diploma or Certificate.
Citizenship while in school. Excellent, Good, Fair, Poor.
Remarks:

Leaving:

leaving

VOCATIONAL

Plans

Do you plan to attend college? Yes or No.
Do you plan to learn some business or trade? Yes or No.
Will you have some further training after high school? Yes or No.
What work do you do to make a living at?
Write name or type of work here.
Are you undecided about what you want to do? Yes or No.
Have your parents some definite kind of work in mind for you?
If so what?
Do you work better with people or by yourself?
List your hobbies or interest outside schoolwork.

List the places you have worked or type of work done.

Date	Notes on Student Consultations

Attendance

9th	10th
11th	12th

INFORMATION

Test Results

Tests of mental maturity	Grade	Date	CA	MA	IQ
Achievement tests					
Attitude and interest tests					

Employment Record

Name of employer
Type of work
Approximate wage
Record of success
If dissatisfied, reason

College Record

Institution
Freshman record or results
Comments

MY PERSONAL RECORD

My name is _____ My birth date is _____

Last First Middle

I was born at _____

City State

Name	City of res. (if not same)	Birth date	Birthplace—state or country	National descent	Religion*	List highest grade completed	Health good—fair—poor
My father is							
My mother is							
My stepfather is							
My stepmother is							
My guardian is							

My parents are (check one)
- Living together _____
- Living apart _____
- Divorced _____

My father is remarried _____
My father is dead _____
My mother is remarried _____
My mother is dead _____

I live with (check one)
- Both parents _____
- Father _____
- Mother _____
- Father and stepmother _____
- Mother and stepfather _____
- Guardian _____
- Foster parents _____

My father's occupation is	Date	Firm name and address	Hours or shift	My father's hobbies or special interests

My mother's occupation is	Date	Firm Name and address	Hours of shift	My mother's special interests

My mother's occupation before her marriage was

My brothers and sisters (oldest to youngest)	Age	Sex	Address (city if different)	Occupation	Condition of health	List highest grade completed

Other people living in my home are	Sex	Relation	Occupation	Condition of Health

I have lived in the following cities, towns, or countries	Dates	I have traveled to the following places	Dates
		I have been to these summer camps	Date

My Work Experience During the School Year (check proper items)

Date	Kind of work	Employer	Before school	After school	Week end	Wages*

My Work Experience During the Summer

Date	Kind of work	Employer	Hours	Wages*

Home Duties or Responsibilities

Date	I am expected to do the following work at home	I receive this allowance*	I am expected to use some of my money for	I generally spend it for

* Optional

MY SOCIAL RECORD

My name is _____ My nickname is _____

Write your answers in the columns which correspond to your year in high school

	9th	10th	11th	12th
I live in a (house, apartment, duplex, flat, trailer)				
My family (rents, owns) our home				
My friends come to my home (seldom, occasionally, often)				
I watch TV or listen to the radio (seldom, occasionally, often)				
My usual school transportation is (bus, walk, my car)				
I am generally permitted to decide things for myself (yes, no)				
I discuss my problems with				

I (seldom, occasionally, often) spend time each week with	9th	10th	11th	12th
My family				
My friends				
Persons several years older				
Persons several years younger				
Myself				
Friends at the movies				
Dates				
Church groups				
Hobby groups				
Clubs				
Others				

Place "S" if satisfied, place "I" in the square if you want improvement, place "+" if improvement goal completed

	9th	10th	11th	12th
Dancing				
Manners				
Sports				
Dating				
Reading				
Hobbies				
Art				
Music				
Public speaking				
Drama				
Dependability				
Attitude				
Work habits				
Courtesy				

The types of reading (check one or more) I enjoy most are

	9th	10th	11th	12th
Adventure				
Mystery				
Humor				
Romance				
Science				
Nature				
Sports				
Mechanics				
Biography				
History				
Poetry				
Drama				

HAYWARD UNION HIGH SCHOOL DISTRICT
MY HIGH SCHOOL RECORD*

_____ High School

Name _____ Date of birth _____
Last First Middle Month Day Year

Address _____
Number Street City State

Change of address _____

_____

Date entered _____ Counselor _____
Month Day Year

Admitted from _____
Last school attended City State

_____

Date withdrew _____ Reason _____
Month Day Year

Date reentered _____
Month Day Year

Anticipated date of graduation _____
Month Year

Transcript record

Date	Sent to	Comments

* A pupil-kept cumulative progress record. Index for folder appears on the back of this folder.

MY SCHOLASTIC RECORD

Mark repeated subjects R

First Semester		Date				Second Semester		Date				Units Earned	
Subject	Teacher	Grade	Grade	Grade	Sem. Ave.	Subject	Teacher	Grade	Grade	Grade	Sem. Ave.		
Soc. st. 1						Soc. st. 2							
Eng. 1						Eng. 2							
Gen. sci. 1						Gen. sci. 2							
													Total
Phys. ed.						Phys. ed.							

Third Semester		Date				Fourth Semester		Date					
Subject	Teacher	Grade	Grade	Grade	Sem. Ave.	Subject	Teacher	Grade	Grade	Grade	Sem. Ave.		
													Total

Fifth Semester		Date				Sixth Semester		Date					
Subject	Teacher	Grade	Grade	Grade	Sem. Ave.	Subject	Teacher	Grade	Grade	Grade	Sem. Ave.		
													Total

Seventh Semester		Date				Eighth Semester		Date					
Subject	Teacher	Grade	Grade	Grade	Sem. Ave.	Subject	Teacher	Grade	Grade	Grade	Sem. Ave.		
													Total

Ninth Semester		Date				Tenth Semester		Date					
Subject	Teacher	Grade	Grade	Grade	Sem. Ave.	Subject	Teacher	Grade	Grade	Grade	Sem. Ave.		
													Total

Summer sessions I have attended					Date	Honors I have received	
Date	School	Subject	Grade	Unit			

1 unit = 10 semester hours	Required units for graduation = 22	Total

State requirements I have completed	
Alcohol	
American institutions	
Driver education	
Fire prevention	
First aid	
Life saving	
Local government	
Manners and morals	
Narcotics	
Public health	
Safety and accident prevention	
State government	
U.S. constitution	
U.S. history	

District requirements I have completed

3 years English	1.	2.	3.
4 years social studies	1.	2.	
	3.	4.	
General science		1.	
4 years physical ed.	1.	2.	
	3.	4.	
1 year homemaking (girls)		1.	

Days I was absent each semester

1.	3.	5.	7.
2.	4.	6.	8.

My educational plans	Grade when chosen	Date	Additional information about me
Area of specialization (course)			
Agriculture			
College preparatory			
Commercial			
Fine arts			
General			
Home economics			
Industrial arts			
Vocational			
Vocational			
My majors	Grade when completed		
1.			
2.			
3.			
My vocational plans		My graduation data	
My possible future occupation	Grade when chosen	Date of graduation	
		Number in class	
		Grade point average	
		Rank in class	
		Total units	
		Scholarships received	

MY HEALTH RECORD
HAYWARD UNION HIGH SCHOOL DISTRICT

_____ High School

Name _____

Counselor _____

My physical growth

	L9	H9	10	11	12
Height					
Weight					

My doctor is _____

My dentist is _____

Our family health-insurance plan is:

My healt care and tests	9th grade	10th grade	11th grade	12th grade
Vision tests at school				
Referred for further examination				
Hearing tests at school				
Referred for further examination				
Chest X rays				
Visits to the doctor				
Visits to the dentist				

My health counseling	9th grade	10th grade	11th grade	12th grade
Reviewed my health record with counselor				
Had conference with school nurse				
Checked my health with requirements of my vocational choice				

Absences due to my illness

No. days—1st report period Illness				
No. days—2d report period Illness				
No. days—3d report period Illness				
No. days—4th report period Illness				
No. days—5th report period Illness				
No. days—6th report period Illness				

Serious illness, operations, or injuries I have had:

Injuries during high school

(Check number only; see progress record for description)				

Immunization record

Smallpox (last date) _____ Diphtheria-tetanus _____

MY HEALTH RECORD DURING HIGH SCHOOL

Date		Date	

MY EDUCATIONAL AND VOCATIONAL PICTURE

HAYWARD UNION HIGH SCHOOL DISTRICT

_____ High School

Name _____

Counselor _____

Date _____

When I leave high school I plan to _____

My present vocational choice is _____

1. I made this choice because it was (check all that apply)
   a. My family's suggestion _____
   b. My family tradition _____
   c. My friend's or teacher's advice _____
   d. My own choice _____
   e. The vocation followed by an admired friend _____
   f. _____

2. My parents would like me to be _____

3. I know
   a. Very little about the vocation I've chosen _____
   b. Some about the vocation I've chosen _____
   c. A great deal about the vocation I've chosen _____

4. I received this information from books _____, lectures _____, talks with people in the work _____, my teacher _____, my class, _____

5. I want to do this work because: (In answering keep in mind such things as salary home life, social status, benefits and working conditions, advancement possibilities and personal fitness.

6. What I will have to do to prepare myself for this work while I am in high school.

My Tentative High School Program

FROSH	1. Social studies 2. English 3. General science 4. 5. 6. Phys. ed.
SOPH	1. Social studies 2. English 3. 4. 5. 6.
JUNIOR	1. Social studies 2. 3. 4. 5. 6. Phys. ed.
SENIOR	1. Social studies 2. 3. 4. 5. 6. Phys. ed.

BAR GRAPH OF MY EDUCATIONAL AND VOCATIONAL PICTURE

Directions: Write in the name of the course and record semester grade by filling in spaces to the line indicating the grade.

Fine Arts

Class	Subject	Sem.	F	D	C	B	A
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					

Language Arts

Class	Subject	Sem.	F	D	C	B	A
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					

Mathematics

Class	Subject	Sem.	F	D	C	B	A
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					

Science

Class	Subject	Sem.	F	D	C	B	A
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					

Health and Physical Education

Class	Subject	Sem.	F	D	C	B	A
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					

Social Studies

Class	Subject	Sem.	F	D	C	B	A
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					

Vocational

agricultural, commercial, industrial, and homemaking

Class	Subject	Sem.	F	D	C	B	A
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					
		L					
		H					

also a part of the unit. The emphasis in this unit is on making best use of one's abilities; hence, training in study skills occupies an important place.

A unit Social Skills and Dating comes next. It is followed by one entitled Mental and Physical Health. In this unit My Health Record (pages 180–181) is introduced. This record is a radical departure from most health forms in that it is designed to record primarily actions which the pupil has taken to keep himself healthy. The reverse of this form is used by the pupil to keep a running record of his illnesses. After each absence from school he records the nature of the illness. Counselors report that many pupils who are absent excessively for "cold" or "stomach upset" or "headache" or similar standard excuses are obliged to think about the real cause of the absence. It gets embarrassing for them to enter the same standard excuse repeatedly.

A unit of Community Government is then introduced as a part of the regular social studies curriculum. The last unit in the first semester deals with vocations. Pupils take, score, and make profiles for the Kuder Preference Record—Vocational. They also complete My Educational and Vocational Picture (pages 182–183). The front of this record is designed to encourage the pupil to think seriously about post-high-school plans and to relate these plans to a tentative high school program. On the reverse side, the pupil enters the subjects he is taking and sets a goal for himself by marking with a colored pencil his expected grade. At the end of the term he fills in the space to indicate his actual grade. Here is another example of the basic theme of the program: to get the pupil to set responsible goals for himself. As the pupil progresses through school, he acquires a bar graph of his achievement in the several areas indicated. Such a graph should help him identify strengths and weaknesses, knowledge of which should aid him in planning.

This brief description of the Hayward program does not include the many related activities which supplement the pupil-kept cumulative record. To discuss these would require consideration of the entire school program because the guidance program permeates it throughout. The information presented here does, however, demonstrate how one school integrated pupil-kept cumulative records with its guidance program.

THINKING IT THROUGH

The use of pupil-kept cumulative records is not universally approved by counselors and teachers. Can you defend the use of such records against the following charges?

1. Pupil-kept cumulative records take too much of the pupils' time.
2. It is not wise to let pupils know their test scores.
3. Pupils make too many errors; some might even make "errors" intentionally.

In two columns list side by side the objectives of traditional and of pupil-kept cumulative records. You will discover that both have many of the same objectives. What objectives are unique to each?

So far, this chapter has been concerned with the cumulative record and its format and contents. Now attention is turned to collecting information which may be used to help the pupil and his counselors to greater understanding. Ideally, all techniques and tools of known usefulness should be employed. This is not possible because lack of time and personnel and other factors limit the number and kind of procedures which can be used. These limitations are not, however, justifiable excuses for doing nothing. Every school can employ a variety of devices, some of which are described in the remainder of the chapter.

TOOLS AND TECHNIQUES FOR STUDYING INDIVIDUAL PUPILS

The Autobiography

One of the most convenient means of securing information about pupils is the autobiography. It is a procedure which can be employed in all schools because it can be used as an English assignment. When the English teachers assign the task of writing an autobiography, they should keep in mind its dual purpose. From the English teacher's point of view, writing an autobiography may be a better assignment if pupils are not furnished with an outline. But from the guidance standpoint the outline is desirable. If pupils are given an outline, they tend to include more information which has guidance significance because it stresses the pupil's opinions, likes, dislikes, and future plans. The Hampstead High School[8] provides its pupils with the following outline.

SUGGESTIONS FOR YOUR AUTOBIOGRAPHY

I. Childhood
   - *A.* Years before school
     1. Description of your family
     2. Places where you have lived
     3. Funny things you did and said as a youngster
     4. Ways you amused yourself
   - *B.* Early school days
     1. Friendships formed
     2. Kinds of games, work, hobbies you liked
     3. Incidents your family relate to you
   - *C.* Last years in elementary school
     1. Chief desires and wishes
     2. Favorite subjects

II. Adolescence
  A. Social activities
    1. What I do
      a. After school (favorite radio programs, etc.; movies, and magazines)
      b. During school
      c. In the evening
      d. On weekends
    2. What I should like to do
    3. Who my favorite pals are; kinds of people I like
  B. School activities
    1. My successes
    2. My failures
    3. My hopes
    4. My plans for future work
      a. Several choices
      b. Why?
    5. My suggestions for opportunities offered by our school
    6. My favorite subjects; most disliked ones. What I would change about myself, my home, my school, etc., if I could.

Of course, all statements in an autobiography cannot be taken at face value. Some are inaccurate, others are distorted. But in any event, they do provide useful clues for further investigation. If the pupils have been told, and they should be, that the autobiography will be filed in their cumulative record, the counselor has a natural opportunity to review it with them. He can use this occasion to ascertain the truth of doubtful statements and to acquire supplementary information. One of the best means for such review is the fact-finding interview.

The Fact-finding Interview

Just as the term implies, the fact-finding interview is an interview held for the purpose of obtaining information. This kind of interview is easier to conduct than a counseling interview, but is more difficult than a get-acquainted interview. In the latter type, the objective can be reached with little attention being paid to the topics discussed. The interviewer need not structure the content or the situation. He need be guided only by the conventions which govern social interaction between two persons. On the other hand, in the counseling interview, the counselor has a dynamic role to play. He must be ever alert to the pupil's needs, his strivings, and his attempts to work through his problems, And he must use his skills to help the pupil attain the goals of counseling. In the fact-finding interview, the interviewer has a limited goal, i.e., obtaining information from the counselee. The primary task of the interviewer

is to guide the conversation so that desired information is obtained. The most difficult evaluation to be made in a fact-finding interview concerns the accuracy of the information obtained. Under certain conditions, a pupil will deliberately withhold or misrepresent facts. This behavior should not be dismissed as just "lying" or "cussedness." Rather, the interviewer should examine his own interviewing techniques, as well as his motives for securing the information. Rarely will pupils falsify information desired by guidance workers if they understand the use which will be made of it and if they have confidence in the interviewer. Both of these conditions can, in a large measure, be controlled by the interviewer. By his actions, both during the interview and in other relationships with the pupils, the guidance worker can promote a feeling of confidence. The need for specific information can be discussed with the pupils in group meetings and during the interview. In fact, helping pupils understand the need for information about themselves is one of the important aims of the guidance program. Such understanding can facilitate the guidance worker's task in many ways, for example, by promoting greater cooperation in completing pupil data blanks and similar forms.

The Pupil Data Blank

One of the most widely used guidance tools is the pupil data blank. Variations of the blank are almost as numerous as schools using the data blank, but the Basic Information Form prepared by the Hutchinson High School, Hutchinson, Minnesota,[5] is representative of many. It is reproduced on pages 188–192.

Two misconceptions have arisen concerning the use of pupil data blanks. It is imperative that guidance workers correct them. First, the data blank is *not* a substitute for the cumulative record. It is a convenient means for obtaining information and can be used by schools that do not have a cumulative record system. But its use does not lessen the need for a cumulative record. In fact, a cumulative record can make it easier to interpret the data blank. The major reason for its not replacing the cumulative record is that it does not provide longitudinal data. This leads to the second error in the use of pupil data blanks. Although the information obtained in a data blank may cover a period of years, the record is essentially a cross-sectional rather than a longitudinal study device. The pupil may report his past activities to the best of his ability—but it is a well-known phenomenon that memory is selective. We tend to forget those things we do not want to remember. From a detailed data blank we can obtain a reasonably accurate picture of the pupil as he sees himself. We are at a loss in trying to discover from such a record the developmental history of a pupil. Despite these limitations, the blank is a very useful device. Its wide use attests to this fact.

GUIDANCE DEPARTMENT
HUTCHINSON HIGH SCHOOL

BASIC INFORMATION FORM

To the Student:

The purpose of this blank is to bring together all essential information about you, so that our interviews with you can be given over completely to a discussion of your specific educational needs and future plans.

The information that we ask you to give in the following pages is a very necessary addition to our records.

These forms are for our confidential use only, so please answer all the questions frankly.

Name_____ Sex_____
Last First Middle

Present address_____ Phone_____

Home address_____ Phone_____

Age_____ Date of birth_____ Place of birth_____

If foreign born:

Race_____ Nationality_____ How long in U.S.?_____

Religious preference_____ Church you attend_____

Family History:

Father's name (and initials)_____

Father's address_____ Father's age_____

Father's present position or work_____

Name of firm or employer_____

Father's usual occupation_____

Mother's occupation before marriage_____

Mother's present occupation_____

Father's birthplace_____ Mother's birthplace_____

Indicate below the highest grade they reached in school. If they finished the sixth grade, but no more, indicate grade 6. If they finished two years of high school indicate high school, 2. Use a cross for father's education and a circle for mother's. In group on right indicate any additional education which they may have had. Use a cross for father's and a circle for mother's education.

Grade school	1	2	3	4	5	6	7	8	Business college	1	2	3	4
High school	1	2	3	4					Music school	1	2	3	4
Teachers college	1	2	3	4					Art school	1	2	3	4
College university	1	2	3	4					Nursing school	1	2	3	4
Graduate work	1	2	3	4					_____	1	2	3	4

To what extent has English been spoken in your home? (Check response.)

Entirely_____ Most of the time_____ About half of the time_____

Occasionally_____ Not at all_____ What other language has been used?_____

Have you ever lived for any time in a home other than that of your own parents?

_____ At what age?_____ With whom?_____

Did any of your brothers and sisters go with you to this other home?_____

How many other individuals such as relatives, roomers, or friends also live in your home?_____

Education—Future Plans:

What elementary school did you attend?_____

Circle any of the grades below which you skipped; put a cross through any which you repeated.

Grade 1 2 3 4 5 6 7 8

High school subjects 9–12 you liked best	High school subjects 9–12 you liked least

List the children in your family including yourself starting with the oldest, etc.

Names of children (including yourself)	Sex (M or F)	Age	Education (highest grade reached)	Married (yes-no)	Occupation (if unemployed give usual occup. or training)

What was the most difficult subject for you in high school?_____

What was the easiest subject?_____

Are you doing any work outside of school this year?_____

Approximately how many hours per week?_____

At what kind of work?_____

Place a check mark in front of the item appearing in the list below which best describes your plans for financial support if you attend the university or some college.

_____My family is providing complete financial support.

_____I will be totally self-supporting.

_____My family will provide partial support, but I must earn the rest through part-time work.
_____I have enough in savings or income to pay part of my expenses, but I must earn the rest with a part-time job.
_____Loan from relatives or friends.
_____Fund established by parents for my college education.
_____Scholarship pays part of my expenses.
_____Other type of support: Specify_____

Vocational Information:

Name of company	Specify kind of work you did	Length of job from to year and month	Salary per month

Which of these jobs did you like best?_____Why?_____

If there were no obstacles standing in your way (such as financial difficulties, parental objections, etc.), what vocation would you most likely enter?_____

_____

As you see things now, what vocation will you most probably enter? Give the choice only if you have definitely decided, otherwise list two or three possibilities in their order of interest to you.

1. _____
2. _____
3. _____

How certain do you feel that you will actually enter the vocation listed as (1)?

_____

Absolutely fixed choice	Reasonably certain	Fairly certain	Somewhat doubtful	Extremely uncertain

What have been the chief influences that have made you decide or come near to a decision on the vocation you have listed as (1)? Place a check before reasons that may have been fairly important, and underscore the most important factor.

_____Father or close relative engaged in it.
_____Liking for the particular kind of work.
_____Influence of teachers or advisors at school.
_____Know a lot about it. Have seen or helped others working in the field or have read a good deal about it.
_____Offers a good financial reward later on.
_____Urged by parents or relative to take it up
_____Considering your abilities, it is your best way of serving the community.
_____Because of the elimination of other vocations (it seemed to be one worth-while work for which you were not in some way disqualified).
_____In the light of the present economic situation, it seems the most common-sense choice.

_____(other reasons)

How do you plan to secure training for the vocation listed as your first choice? Check the types of preparation you are planning to get.

_____Apprenticeship on job
_____Correspondence courses
_____Independent study

_____Attendance at some private vocational school
_____Attendance at a college or university
_____(other sources of training)

In what school grade were you when you decided upon the vocation listed as (1)? Circle the appropriate answer:

Below 6th 7th 8th 9th 10th 11th since high school
still undecided

If you could do as you wish, what would you want to be doing 10 or 15 years from now?_____

_____

It is possible to make a rough classification of occupations in terms of your general interest and abilities. In the following list, indicate in order of preference (1, 2, 3) in the three groups in which you believe you would best fit.

_____Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
_____Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.
_____Occupations involving social service activities, such as YMCA worker, boy scout executive, personnel worker, social case worker, teacher, welfare worker.
_____Occupations requiring special artistic abilities, such as musician, actor artist, interior decorator, designer, etc.
_____Occupations involving executive responsibilities—director, office manager, foreman, etc.
_____Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, physicist, medical or dental technician.
_____Occupations involving constructive and mechanical work, such as inventor, or skilled trades such as machinist, printer, toolmaker, beauty operator, building trades worker, aviator.

Health:

Have you any physical disabilities? Yes_____No_____What are they?

_____

At what age did they become noticeable?_____

If you have had any of the following illnesses, underline the illness, and enter the age at which you were ill in the space following. If you do not know exact age, put in approximate age.

Whooping cough_____Mumps_____Measles_____German measles_____ Chickenpox_____Encephalitis (sleeping sickness)_____Epilepsy_____Infantile paralysis_____Pneumonia_____Tuberculosis_____Influenza_____Any unexplained respiratory disorder_____Chorea (St. Vitus Dance)_____Rheumatic fever_____Heart disease_____Scarlet fever_____Typhoid fever_____ Smallpox_____Diabetes_____Stuttering_____Stammering_____Other speech defects_____Eye defects (specify)_____
Hearing defects (specify)_____
Hernia_____Fainting spells_____Convulsion or fits_____Dizziness_____Tingling in hands or feet_____Frequent or persistent headaches_____Frequent or persistent backaches_____Nervousness_____Sleeplessness_____Other illnesses not listed above_____

Height_____ft_____in. Weight_____lb.

Do you wear glasses?_____All the time?_____For reading only?_____

How often are you absent from school because of illness? Never_____Frequently_____Seldom_____

Travel and Reading:

Where have you traveled? Indicate each of the places on the following list which you have visited, by writing after each your age and the time of the visit.

In United States	Age	Foreign Countries	Age
Eastern Seacoast States	_____	Canada	_____
Western Coast States	_____	Mexico	_____
Southern States	_____	Central, South America	_____
Middle West besides Minn.	_____	Europe	_____
Alaska	_____	Asia	_____
Philippines, Hawaii	_____	Africa	_____
Cuba, West Indies	_____	Australia	_____

What books have you read recently?_____

_____

_____

List below all the magazines which you read regularly_____

_____

_____

Personality:

Underline any of the following words which describe your general makeup:

Persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, bashful, self-confident, jealous, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, frequent periods of depression, talented, easily exhausted, unhappy

THINKING IT THROUGH

A pupil data blank should be used to collect only information which can be used. This fact is apparently overlooked, if one may judge from the length of data blanks used by some schools with notoriously poor guidance programs. It appears that these schools have merely copied sections from blanks used by other schools without first determining how the information will be used. Reexamine the Basic Information Form used in the Hutchinson High School. Imagine you are counselor in this school. For each section of the blank, indicate what kind of pupil problems it would help to illuminate for you. Do not be disturbed if you find some sections for which you are unable to list problems. This may be due to your lack of knowledge about problems of high school youth or to inexperience with the interpretation of data blanks. Are there other reasons why you find some sections of the data blank of little potential use?

Specialized Data Blank

Some schools find that much of the information that can be obtained by a student data blank has previously been recorded on their cumulative records. Were they to use a blank as comprehensive as that of the Hutchinson High School, unnecessary duplication would result.

They therefore prepare a specialized data blank to secure information not available in the cumulative record.

There are other reasons for using specialized blanks. A guidance program must be planned in terms of local resources. Unfortunately, limited resources of personnel, time, or money dictate the restriction of guidance services in many schools. They are forced to concentrate on certain kinds of services, or to focus their attention on particular areas of adjustment. Since even simple techniques and tools for collecting information about pupils are, at best, expensive of personnel time, only data which can be used for existing or contemplated services should be collected. For example, if the school neither offers nor plans a part-time job placement service, there is little point in asking if pupils would accept part-time jobs, and if so, what kind.

Other schools find it expedient to emphasize certain kinds of adjustment at various times. They may discover that many pupils are having difficulty in making a satisfactory health adjustment. In many cases they find that the cumulative record does not provide sufficient information concerning the pupils' health. When such occasions arise, they construct a specialized data blank to supplement their present records.

Shown below is a typical specialized data blank in use in the Fed-

FEDERALSBURG HIGH SCHOOL
GUIDANCE SERVICE
POST-HIGH-SCHOOL TRAINING

1. In what kind of post-high-school training are you interested?
   a.
   b.
2. Where are you considering getting this training?
   a. c.
   b. d.
3. What are the entrance requirements of the school, college, hospital, etc., which you are considering?
   a. Scholarship
   b. Subject requirements
      English History
      Mathematics Language
      Science Others
   c. Ability requirements, rank in class, etc.
   d. Character requirements
4. Financial considerations
   a. How much will your post-high-school training cost you?
   b. Will you and your parents be able to meet this cost?
   c. Are you interested in trying for competitive scholarships? If so, which ones?
5. What high school subjects will you need which you have not taken, or will not be able to take?

Use the other side for any other remarks.

eralsburg High School, Federalsburg, Maryland.[6] Examination of it will reveal that it could be used for any one of the three purposes discussed previously.

Anecdotal Records

Classroom teachers have more contacts with pupils than any other group of staff members. They have opportunities to observe pupils in a variety of situations. If they are careful observers, they can learn much about a pupil. Unfortunately, much of what they learn is not passed on to other staff members. The anecdotal record is a device to facilitate the sharing of observations made by teachers with others on the school staff. In its simplest form it consists of a brief description written by the teacher of a pupil's significant behavior in the classroom or elsewhere. No elaborate forms are necessary. In the public schools of Springfield, Vermont,[10] half sheets of letter-sized plain white paper are used. The following simple heading is hectographed on each sheet.

ANECDOTAL RECORD FORM

Teacher_____ Date_____
Pupil_____

If the school-kept cumulative record plan is in operation, anecdotes are simply filed with the record folder. Since there is no need to copy them, little clerical work is involved. Under the pupil-kept cumulative record setup, the handling of anecdotes is more complicated. Many teachers would not want their anecdotal descriptions read by pupils. One solution is for the counselor to maintain a separate file of anecdotes along with his interview notes. Another plan is to depend upon case conference for anecdotal matter rather than a more formal record system. Both plans have serious handicaps. The author knows of no happy solution.

The majority of guidance authorities believe that the anecdote should be an objective description of behavior. Teacher opinion should not enter into the description. To keep the distinction ever present, some schools divide the anecdotal form into two sections, "Incident" and "Comments." A few schools add a third section, "Recommended Action." When anecdotes are accumulated over a period of years, they furnish valuable clues to patterns of and reasons for pupil behavior.

One precaution should be observed in organizing the anecdotal record plan. The plan should be allowed to grow as the teachers' interest in it matures. It cannot be forced. It is unlikely that a teacher will ever willingly record anecdotes about all his pupils. Rather, he will, and should, record observations of incidents which he feels are significant. The aim of the program should not be anecdotes about 100 per cent of

the pupils. The program should strive for quality and objectivity of reports, not for quantity.

Referral Forms

Very similar to anecdotal forms are referral forms. These are completed by teachers when they refer pupils to the counselor. As with anecdotal forms, referral forms can be extremely simple. The Mt. Clemens High School, Mt. Clemens, Michigan,[9] makes use of such forms to accumulate information about the pupil. This form, which is duplicated by hectograph, not only provides the teacher with space for furnishing information, but also includes room for a reply by the counselor. It is reproduced below.

COUNSELOR REFERRAL SLIP

Name of student_____ Grade_____
Reason for referral_____
_____
_____
Counselor_____

After the case is concluded, the form is returned to the teacher for review and then filed in the pupil's permanent folder.

Collecting information about pupils at the time of referral has two serious weaknesses. First, if the pupil's problem involves the teacher, it is difficult to get an unbiased estimate of the pupil. The incident, while relatively minor, may loom large in the teacher's mind at the time of referral. Second, to be truly effective, the guidance program should be developmental and preventive rather than remedial. Information which will aid the guidance program in preventing maladjustments is more important than that which indicates their presence. In practice, teachers rarely refer pupils to counselors because of incipient problems. Usually, they wait until the problem is so acute that it cannot be handled in the classroom. An anecdotal record, on the other hand, can provide valuable clues to incipient problems. A series of anecdotes can indicate the need for counseling before the problem becomes acute.

THINKING IT THROUGH

The preceding paragraph includes the statement that "to be truly effective the guidance program should be developmental and preventive rather than remedial."

In this statement there is a recapitulation of the historical emphasis of guidance work. In its beginnings its main concern was with remedial activities. It endeavored to help the lost pupil find himself, the confused to clarify, the failing to achieve, and so forth. It soon became

apparent that a more effective program would be one that prevented costly error in human adjustment. Here the emphasis was upon helping pupils select an appropriate course of study, an achievable vocational goal, a satisfying and socially acceptable way of behaving. More recently, without discarding remediation and prevention, the scope has been enlarged to include developmental activities. Under this influence, the guidance program is intended to help pupils explore their individual abilities, interests, motivations, and opportunities in order that they may attain maximum development. Instead of just satisfactory adjustment, the goal is optimal adjustment.

In what ways can anecdotal records contribute to the developmental aspects?

If a teacher had in mind developmental guidance work, how might it influence the type of anecdote which he prepared?

Teachers' Ratings of Pupils

One of the most controversial techniques for securing information about pupils is teacher ratings. The shortcomings of ratings are well known to teachers and pupils alike. Although they do not speak of the weaknesses in technical terms such as "halo effect," they view ratings with a great deal of skepticism. The conditions under which ratings are collected in many schools justify the skepticism.

Over the years, rating systems have been the subject of numerous studies. The National Association of Secondary-School Principals has had a conspicuous and wholesome influence on rating forms. Its Personality Record,[2] which has been widely adopted, provides for teacher estimates of the seriousness of purpose, industry, initiative, influence, concern for others, responsibility, and emotional stability of each pupil. Each of these aspects of pupil behavior is characterized by five statements, of which the rater chooses the one that best describes the pupil. For example, initiative is described by "seldom initiates," "conforms," "varies with conditions," "self-reliant," or "actively creative." This rating device overcomes many of the major shortcomings of less well constructed forms. It places a premium on objectivity.

Many revisions and modifications of the Personality Record have been devised by school individual administrations and other groups. A committee of graduate students working under the direction of Dr. Dolph Camp, Arkansas State Supervisor of Occupational Information and Guidance, prepared the rating form which is reproduced below.[1]

PERSONALITY RECORD

An individual is the kind of person he is as the result of whatever personality traits he possesses. These traits have important bearings on his occu-

pational adjustment. By conscious effort many of these personality traits can be modified and improved and, as a result, the individual is more likely to make occupational adjustments necessary for a happy and useful life. Below are listed a few of these traits. By a simple check mark a teacher may estimate an individual pupil's status with reference to any particular trait. A check mark at the extreme left end of a line would indicate that the teacher's estimate was high, while one at the middle would indicate that the teacher considered the pupil average relative to the trait considered. Several teachers' estimates may be summarized on one sheet for a composite estimate.

Personal characteristics of_____

Name

1. Initiative	Acts only under directions	Plans some of his activities and executes them but is below average in this respect	Plans many of his activities and executes them but still needs supervision	Initiative superior; does well if left to his own
2. Industry	Does as little as possible	Does what he is told to do but very little more	Works better than the average	Very industrious. Looks for and finds plenty to do
3. Cooperation	Cannot or will not work with others	Works with others some but has difficulty	Usually works well with others	Works very well with others and is sought after by others
4. Emotional stability	Flighty or temperamental	Usually somewhat temperamental but at times well composed	Usually well composed but sometimes flighty	Always well poised and self-possessed
5. Seriousness of purpose	Purposeless	Seems to have a purpose at times but wavers occasionally	Seems to have definite purpose	Distinctly has definite purpose
6. Promptness	Never on time	On time occasionally but usually late	Usually on time but occasionally late	Always on time

7. Self-confidence	Has no self-confidence; is very diffident.	Occasionally seems confident but usually seems not to believe in himself	Usually seems confident but occasionally lack of self-confidence is evident	Seems absolutely sure of himself
8. Consideration for others	Has no consideration for others	Occasionally shows consideration for others but usually lack of it is more evident	Usually is considerate of others but occasionally the lack of it is evident	Is considerate of others at all times
9. Responsibility	Definitely not responsible	Responsible in some situations; lacks responsibility in others.	Usually responsible	Always responsible

Date_____ Signature_____

Title_____

A more meaningful estimate of the pupil is obtained if the pupil is rated by several teachers. When it is desired to combine several ratings, the average or median rating should *not* be computed. This procedure obscures a variety of ratings. The number of teachers rating at each of the four categories should be indicated. Thus, if five teachers rate a pupil, the composite rating will indicate how many teachers agreed on each level for each item. If there is close agreement, we can be relatively more certain that they reflect the pupil's behavior than if there is great disparity among the ratings made by several teachers.

Pupils' Ratings of Themselves

The committee which prepared the rating scale previously cited states:[1] "The pupil may rate himself. The counselor may or may not wish to make the rating a part of the student's cumulative record. Through this self-rating, the student may become more personality conscious."

Pupil ratings have value for helping the pupil consider behavior characteristics which are important for his future success and happiness. Most schools which have pupils rate themselves prefer to use a form

which is more appealing to the pupil than the one reproduced above. Since the major objective is to get pupils to consider their own characteristics, these schools are willing to sacrifice some refinements in order to adapt the rating scale to pupil use. For this purpose, many so-called personality inventories can be used if a detailed rating is desired. The Self-rating Chart used in the Lindsay Junior High School, Lindsay, California,[7] has proved its usefulness. It is reproduced below. In this school,

LINDSAY JUNIOR HIGH SCHOOL

SELF-RATING CHART

Name_____Grade_____Date_____

To the Student: Read carefully the statements below, compare yourself with the standards given and place in each square the number that describes you best.

1. Always
2. Usually
3. Generally
4. Sometimes
5. Seldom

Responsibility

- Am I on time to class and with my work? ☐
- Do I behave myself in classroom during teachers' absence? ☐
- Do I bring my materials to class every day? ☐
- Must I be spoken to individually because I have not listened to class directions? ☐
- Was I willing to accept a class office? ☐
- Do I take part in class discussions? ☐

Inquiring Mind

- Do I read the directions before asking questions ☐
- Do I do more work than is required? ☐
- Do I use the library regularly? ☐
- Do I bring things related to the classwork to the class? ☐

Social Concern

- Do I think of how my actions and speech will affect others before I act or speak? ☐
- Do I keep order in my section of the room by behaving myself? ☐
- Am I courteous to my fellow students and the teacher? ☐
- Do I show an active interest in every class activity? ☐

Work Habits

- Do I do only my own work, without talking? ☐
- Am I ready to start working as soon as I enter the room? ☐
- Do I listen to and follow directions? ☐
- Do I work until the job is finished? ☐

each pupil completes his own cumulative record, one part of which is rating himself. This school reports that pupils enjoy rating themselves and that, in nearly all cases, they make objective and honest replies to the questions. The success in the use of this blank is in no small part due to the setting in which rating takes place. It is not an isolated event in the life of the pupil. It is coordinated with the pupil's over-all job of studying himself as he prepares his cumulative record.

In the course of some research which the author did at the University of California, high school pupils were requested to rate their mental, musical, and mechanical ability as well as their interests prior to testing and subsequent counseling. Unexpectedly, the counselors found the self-rating sheets to be a valuable counseling tool. They used it as a starting place for the interview because it was already familiar to the pupils. More important, they used it to identify discrepancies between the pupil's ratings of himself and his test scores. These discrepancies were frequently crucial factors in the pupil's planning. This use of self-ratings appears to warrant further exploration.

Testing

No discussion of procedures for the study of individual pupils would be complete if testing were omitted. But a discussion of only the essential points would require a book. For treatment of the technical aspects of testing, the reader is encouraged to consult the reference works included on page 201 and in the bibliography. The discussion of testing in this chapter is limited to a consideration of a few basic principles regarding the place of tests in the guidance program.

1. *Tests should not be incorporated into the guidance program until their proper use is assured.* They are not the first step to take in organizing a program for the study of individual pupils. Most of the tools and techniques discussed in this chapter can appropriately be introduced before tests. If counselors and teachers develop the ability to use these procedures wisely, they are less likely to misinterpret test evidence when it becomes available to them.

2. *Tests should be introduced to supply facts which are supplementary to other evidence or to provide information not otherwise readily available or obtainable.* Testing should be planned in view of the information already available. While from some aspects the planning of testing procedures which will not duplicate information previously collected is desirable, a certain amount of overlap is advantageous. Test results can serve as a useful gauge of the significance of other items in the cumulative record. At the same time, the usefulness of test scores is increased if they are reviewed in the light of other pertinent data from the individual inventory.

THINKING IT THROUGH

Does it surprise you that testing is given such a brief treatment in this text? The author can understand your surprise because he has encountered it in many of his students. Some of them have examined other books on guidance that have a chapter or two dealing superficially with tests and their use. Others have used the phrase "testing and counseling" in a way which indicates that they consider testing as part and parcel of counseling. As the author has stated, he believes that guidance programs must employ the more basic techniques of understanding pupils before embarking on a testing plan. He argues (1) that unless these techniques are in use, there will be insufficient data to interpret test scores adequately and (2) that schools which are unable to use the basic techniques are likely to be those with insufficient guidance staff to make effective use of test data.

For readers who wish further information concerning tests, the following books are recommended and are listed in approximate order of knowledge required prior to reading them with understanding.

C. P. Froehlich and A. L. Benson, *Guidance Testing,* Science Research Associates, Inc., Chicago, 1948. A brief, simple treatment of the topic.

L. J. Cronbach, *Essentials of Psychological Testing,* Harper & Brothers, New York, 1949. A basic treatment of psychological testing with emphasis on general principles.

D. L. Super, *Appraising Vocational Fitness by Means of Psychological Tests,* Harper & Brothers, New York, 1949. A compendium of information about specific tests useful to guidance workers.

What is involved in understanding pupils? Consider a pupil whom you feel you know rather well. What do you know about him that gives you this sense of understanding him? How did you gain this understanding?

Frequently, the question is asked, "How many tests should be given?" The State Supervisors of Occupational Information and Guidance considered this question at their Sixth National Conference. In the report of this conference, their answer is stated:[4]

The extent to which testing is carried out should depend upon the needs and uses to be made of the information to be obtained. Tests of mental ability and achievement should be considered a minimum. The following testing program is advocated if *adequate use can be made of the results, and facilities are available for giving and scoring the tests.*

Elementary School

The testing program in primary, intermediate, and upper elementary grades should include:

1. Mental ability tests administered to all students at least once on each of three levels.
2. Achievement tests of analytical or diagnostic type administered to all students, preferably once a year.

Secondary School

Secondary schools are considered to include the various types, including vocational. The testing program for the secondary schools should include:

1. For the lower grades
   a. Mental ability tests
   b. Standardized achievement tests
   c. Personality inventory
   d. Vocational preference or interest inventories
   e. Special aptitude tests on an individual basis as needed
2. For the upper grades
   a. Mental ability tests
   b. Standardized achievement tests
   c. Personality inventory
   d. Vocational preference or interest inventories
   e. Special aptitude tests on an individual basis as needed

At this point it is essential to emphasize once again our first principle of using tests. Tests should not be incorporated into the guidance program until their proper use is assured. Most of the tests suggested by the Sixth National Conference require *special* skills and understandings for their *proper* use.

SUMMARY

This chapter has discussed a variety of tools and techniques for the study of individual pupils. Most of these procedures yield information which should become a part of the pupil's understanding of himself and, if convenient, a part of his cumulative record. Perhaps most schools will want to devise their own cumulative record system rather than purchase a ready-made one. In planning for cumulative records, the author recommends that schools study the advisability of having pupils participate in the preparation and maintenance of their own records.

Not only should teachers and counselors use the information collected, but pupils themselves should use it. The guidance program should be organized to facilitate such use.

Testing is part of the process of studying each pupil individually. Tests have an important function, but are of limited usefulness unless they are coordinated with other phases of the program.

SELECTED READINGS

Froehlich, C. P., and J. G. Darley, *Studying Students: Guidance Methods of Individual Analysis,* Science Research, 1952.

This book takes the position that testing is not the *sine qua non* of a guidance program of individual analysis. It holds that other methods of individual analysis are more basic and that their use precedes the introduction of tests.

What are the non-test techniques discussed in the book?

Select one of these techniques for intensive study. What information did it provide which could be obtained also from tests? Which could not be obtained from tests?

Marzolf, S. S., *Psychological Diagnosis and Counseling in the Schools,* Holt, 1956.

This volume deals with appraisal methods used by counselors and with the process of counseling. Chapters 3 through 5 are especially recommended as supplementary reading for this chapter.

In Chapter 3, what is the author's view of "normal" behavior?

Is this one that is commonly held by teachers?

Marzolf, in Chapter 4, states that there is rarely a single cause. Can you illustrate what he means by illustrations of your own?

Compare the list of pertinent information implied in Chapter 5 with that recommended for inclusion by the National Committee on Cumulative Records. What discrepancies do you note?

Strang, R., *The Role of the Teacher in Personnel Work,* Teachers College, 1946.

Part 3 of this book deals with techniques, many of which are particularly appropriate for teacher use. An interesting feature of the book is that it points out specifically the values and limitations of techniques described. Although the chapter on psychological tests does not list many of the newer tests, the basic principles in this chapter are still valid.

Chapter 5 describes a technique of daily schedules and autobiographies. While both of these are self-report documents, they are used to gather quite different data. In what situations and for what purposes would you use each?

An actual case study is reported in Chapter 13. What techniques were used to collect the data about Helen? What additional techniques do you feel might have been appropriate?

SOURCES OF INFORMATION

Secured from Published Materials

1. *The Use of Individual Inventory Forms in the Guidance Program,* Occupational Information and Guidance Service Bulletin 26, Arkansas Department of Education, 1945. Prepared by a committee of graduate students

at the University of Arkansas, under the direction of Dr. Dolph Camp, State Supervisor of Occupational Information and Guidance.

2. *Personality Record*, National Association of Secondary-School Principals, Washington, 1941.
3. *Handbook of Cumulative Records*, National Committee on Cumulative Records, Bulletin 5, Washington, 1944.
4. *Proceedings of the Sixth National Conference of State Supervisors of Occupational Information and Guidance*, Government Printing Office, Washington, 1945, pp. 24–25.

Secured from Schools

5. R. W. Bergstrom, Principal, Hutchinson High School, Hutchinson, Minn.
6. Nixola Grady, Counselor, Federalsburg High School, Federalsburg, Md.
7. Allison Hostetter, Counselor, Lindsay Junior High School, Lindsay, Cal.
8. Helen S. Neal, Counselor, Hampstead High School, Hampstead, Md.
9. Ruth Westover, Counselor, Mt. Clemens High School, Mt. Clemens, Mich.
10. Lindley L. Wieden, Director of Guidance, Springfield High School, Springfield, Vt.

10 THE SERVICE OF COUNSELING

IN DISCUSSING GUIDANCE SERVICE to individuals, *counseling* was defined in terms of its function. It has been pointed out that counseling provides a relationship in which the counselee is stimulated (1) to evaluate himself and his opportunities, (2) to choose a feasible course of action, (3) to accept responsibility for his choice, and (4) to initiate a course of action in line with his choice. Such a definition makes it clear that counseling is just one of the services of the guidance program. In fact, a sound counseling service cannot be operated in the absence of certain other guidance services. For example, counseling with some pupils may be of dubious value if it is not supplemented with an occupational information service. If counseling, like other guidance services, must be supplemented with other phases of the guidance program, it follows that counseling is unique and different from the other services. If this were not true, then counseling could be omitted from the guidance program because its functions could be absorbed by other services.

A SCHOOL OF THOUGHT

The uniqueness of counseling can be seen by examining certain key words in the above definition. Counseling is a *relationship*. The very existence of a person depends upon the relationships he has with other persons. Man is a gregarious animal; he does not live alone. The unique aspect of counseling is not that the persons involved develop a relationship, but that it is a different kind of relationship from that experienced elsewhere. It provides a situation in which the counselee is free to explore his ideas and attitudes within the security of a confidential relationship. He knows his counselor is there to assist him, to be "used" by him.

It is quite different from many other person-to-person relationships, which he is bound by custom not to exploit. Building a counseling relationship makes heavy demands on the counselor's skills which are frequently discussed in the literature under the rubric "rapport."

A second key word in the definition is *stimulated.* In context, this is obviously related to the stimulus-response theory of learning. The counselor tries neither to force nor to cajole his counselee. Rather, he attempts to provide stimuli to which the counselee can respond in a manner which will enable him to accomplish the objectives of choosing, accepting responsibility, and initiating action, as stated in the latter part of the definition. The counselor can be thought of as a special kind of teacher concerned with helping pupils learn behavior. In such a role, he makes full use of all that is known about learning and teaching, but he does so within the framework of the relationship of counseling. There is a danger in comparing teaching and counseling, in that teaching often has its content determined by the teacher or a curriculum outline. Despite the counselor's attempt to provide opportunities for discussion of topics he feels are important, the content of counseling interviews is under the control of the counselee. He brings to the interview those behaviors which he wishes to examine, change, or learn to accept. He accepts or rejects the opportunity to discuss topics suggested by the counselor. And the counselor believes in the counselee's right to do so.

"Choose a feasible course of action" is a phrase that needs some explanation. All of living involves making choices, most of which are made automatically. For the typical adult, walking requires little conscious attention. But for the toddler, the act of walking requires him to make many choices: "Shall I let go now?" "Can I get there better by crawling or walking?" "Should I start off with this foot or that one?" Even though adults have routinized many of the choice situations in their daily lives, all face novel choice situations. If the choice is such that a person does not have prior experience to check against or that all the optional choices are viewed as unsatisfactory, the choice will not be made routinely. If the choice is complex enough or the consequences of a wrong decision threatening, a person will either delay the choice or seek help in making it. Counseling provides a relationship in which the counselee can explore the choice and its counsequences. The counselor's role is one of providing stimuli which assist the counselee to make a *feasible* choice response. The feasible choice can be determined only by an examination of the counselee and his environment. What is feasible for one may not be for another. It should be noted that the counselor limits his activities to stimulating a feasible choice. He does not strive for a "good" or "desirable" choice, because if he were to do this he would place himself in a

position of having to make a judgment on the basis of his own values. Would the counselee or a disinterested person agree with the counselor's evaluation of what was good or desirable? Are, for example, the occupations of chiropractor, physician, osteopath, or chiropodist all equally desirable? A counselor would find it impossible to answer this question for any counselee, but would be able to assess the feasibility of each as an occupational choice.

The comments concerning the definition indicate that the author belongs to an eclectic school of counseling. The essential characteristic of this school is that it attempts to select the counseling method in accordance with the indications and contraindications of successfully assisting the counselee in dealing with the choice he faces. It does not, as some of its critics contend, operate on a trial-and-error basis, "trying everything until something works." The falseness of such criticism can be seen when one recognizes the endless variety of counselor activities which might be tried. Facetiously, the counselor could try anything from complete silence on his part to limiting the counseling to a series of suggestions made on the basis of test scores. The eclectic counselor selects his techniques on the basis of their predicted effect on the counselee. He does not approach counselees from the limited scope of the more restricted schools of counseling thought.

OTHER SCHOOLS OF COUNSELING

In addition to eclectic counseling, there are two other major schools: *counselor-centered* and *client-centered,* which are also called directive and non-directive, respectively.

The leading advocate of the counselor-centered school is E. G. Williamson, Dean of Students at the University of Minnesota. The steps in this counseling have been listed as analysis, synthesis, diagnosis, prognosis, treatment, and follow-up. These steps are comparable to those of other clinical professions, such as medicine. The counselor begins by collecting data about the counselee and his environment. This *analysis* is followed by *synthesis* in which the counselor attempts to interrelate his collected data in order to make a *prognosis,* or prediction of what will be the outcome of certain action by the counselee. *Treatment,* or counseling, is charted in view of the prognosis and designed to bring the counselee to a position judged to be satisfactory. After treatment, the *follow-up* phase checks on the satisfactoriness of the counselee's postcounseling adjustment. Of course, these phases do not occur separately in time. The counselor may collect information in an interview, which when synthesized with other data changes his prognosis. Neither does the counselor

do these things without the counselee's participation. Albeit, these two misconceptions have been assumed to be true by some critics of clinical counseling.

The essential distinguishing features of counselor-centered counseling are the responsibility assumed by the counselor and his dependence upon analytical tools and techniques for the purpose of his understanding the counselee, which is a requisite for his suggestions to the counselee. These, in turn, affect the counselor's behavior in the interview. He is willing, for example, to report test scores to his counselee and to interpret them in the light of educational requirements or occupational demands. Because he accepts a responsibility for his counselee, he readily refers his counselees to other professional workers who have skills needed to assist them make satisfactory adjustments. He does not believe that such referrals jeopardize the counseling relationship.

The chief spokesman of the school of client-centered counseling is Carl Rogers, professor of psychology and psychiatry at the University of Wisconsin. In one sense, Rogers and his students mounted a protest to the extremes of the methods of so-called "directive" counselors. They saw in some of these methods a taking over of the management of a counselee's life, an undue reliance upon test information, and an unwarranted belief in the accuracy of their prognoses. Fortunately, these practices were not commonplace among run-of-the-mine directive counselors. Since the initial protest phase of the non-directivists, they have gone on to develop methods which are of great use in their own counseling and in that of eclectic counselors.

A basic tenet of client-centered counseling is that the responsibility must remain with the counselee. This responsibility should not be assumed by the counselor. A second tenet is that the counselor accepts the counselee as a person with "sufficient capacity to deal constructively with all those aspects of his life which can potentially come into conscious awareness. This means the creation of an interpersonal situation in which material may come into the client's awareness, and a meaningful demonstration of the counselor's acceptance of the client as a person who is competent to direct himself."[3] The client-centered counselor primarily uses three techniques in the implementation of his tenets. He indicates by his words and actions that he *accepts* the counselee and what he has to say, without passing judgment. He *reflects* the feelings expressed by the counselee by restating them. At times he is able to reflect attitudes and emotions which, although not expressly verbalized, are implied by the counselee. At other times the counselor is able to restate what the counselee has said in a way that helps him to *clarify* his feelings and attitudes. Acceptance, reflection, and clarification are the

sine qua non of non-directive counseling. These three, of course, rest upon the counselor's ability "to participate in the client's communication," to borrow a phrase from Rogers.

The course of non-directive counseling, as viewed by the counselor, passes through the following five stages:[4]

(1) The client comes for help; (2) he expresses emotionalized attitudes freely; (3) this leads to the development of insights; (4) these result in positive planning and actions; (5) the client terminates the contacts. If counseling runs its complete course, these five stages can almost inevitably be seen to occur. However, it should not be thought that these are separate and distinct stages with clearly defined boundaries. On the contrary, they are merely general zones of reference—merging into one another—which guide the counselor in following the general onward progress of the client.

Quite naturally, the non-directive counselor has developed techniques which are consistent with his view of his role. He does not use psychological tests unless the counselee requests them. He does not inject his suggestions or advice into the interview because he wants responsibility for problem solving to remain with the counselee. He is willing to have the interview limited to those aspects of life which come into the counselee's consciousness and are verbalized or are clearly inferred from what the counselee has said.

Both counselor-centered and client-centered counseling define the counselor's role and accept and reject certain techniques. Probably, in actual practice there is not great variation among practices of counselors in either school.[1] Nevertheless, espousal of either school militates against a flexibility in choice of technique. In an educational setting, pupils will present a wide range of problems and equally diverse abilities for dealing with them. Rigid adherence to a single school of counseling thought may limit the variety of pupils with whom the counselor can establish a satisfactory relationship. Hence, the author recommends the eclectic approach in educational settings. In essence, this means that the counselor will vary his approach and techniques according to the indications and contraindications for their helpfulness in ameliorating the counselee's problem.

THINKING IT THROUGH

So far in this chapter, three schools of counseling have been described. Each has its unique characteristics; all have much in common. If you complete the following chart, you will have in summary form a comparison of the schools on some of the basic issues. The first row of the chart has been filled in to suggest the method of completing it.

	Eclectic	Client-centered	Counselor-centered
How much responsibility does the counselor take for evaluating the feasibility of the counselee's decisions?	Varies according to the needs of the counselee	Avoids this responsibility	Accepts this responsibility, informs counselee when he believes decision is not feasible
How much responsibility is placed on the counselee for directing the course of the counseling interview?			
What importance is attached to making a diagnosis of counselee's problem?			
What use is made of psychological tests and other analytical devices?			
How does counselor perceive his role in making suggestions to the counselee?			
What is the relative flexibility of the counselor in the use of various techniques in counseling?			
How much emphasis is given to acceptance of the counselee by the counselor?			

COUNSELING SERVICE IN SCHOOLS

Ideally, the guidance programs in all schools should offer guidance services of the same type and quality. Unfortunately, this is not the situation in counseling. Excellent programs of guidance to pupils in groups are found as frequently in smaller as in larger schools. But organized counseling services are rarely found in smaller schools. This is owing, at least in part, to the greater number of personal contacts between teachers and pupils in these schools. Incidents and problems which are handled by a counselor-pupil interview in a large school are in a small

school frequently dealt with informally by teacher-pupil chats during lunch hour, in the study hall, or on the street corner.

Comparison of schools on the basis of *types* of services does not tell the whole story. What about the *quality* of these services? The difference between large and small schools and rural and urban districts appears to be more noticeable in this respect. It must be admitted, however, that evidence to support this contention is very sketchy. In two major respects, large and urban schools usually have the edge. Qualified personnel can be recruited from small and rural schools, since working in a large school located in an urban community usually carries more prestige and is more remunerative. Large and urban schools frequently have a greater portion of their budget available for noninstructional services. Hence, after they meet the instructional needs of youth, they have more left to meet some other needs. In many smaller and rural schools the entire income must be devoted to providing minimal instructional services. The resultant situation is that, because smaller schools and those located in rural areas frequently find it difficult to employ specialists for all functions, although they can usually provide the same types of services as large schools, there is an essential difference in the quality of these services. Since quality of counseling is dependent upon the qualifications of the counselor, the major problem for any school wishing to offer counseling service is to obtain persons qualified to counsel. This point of view is apparently not held by those who declare that the greatest problem is to find staff time for counseling. Methods some schools have used to find time for guidance purposes have been discussed previously. Plans used in other schools will be cited in this chapter. But it is not enough to schedule staff time for counseling. Persons competent to counsel must be provided.

Counseling is a potent process. It is difficult to judge the effect of a single counseling interview on the life of a pupil. Follow-up studies of counseling present little conclusive evidence of the effect of counseling.[2] But one needs only to conduct a series of follow-up interviews to become impressed with the tremendous effect that a single counseling interview sometimes has on a person's life. Such an experience leaves the interviewer with a desire to protect pupils from unqualified counselors.

From those who hold that counseling must be done by those qualified to do it, the school administrator has a right to expect an answer to his questions: "How can I provide for counseling in my school? We do not have money to employ a specialist. Does this mean that my pupils must be denied counseling?" The nature of counseling makes it possible to give an encouraging answer to the school administrator. All persons or problems do not require the same level of counseling skill. Thus, it

is possible for a beginning counselor to counsel successfully with some pupils having simple problems. As he gains experience and training, he can extend his counseling to others with more complex problems. In planning a counseling service, the school administrator should limit it to the pupils or problems which available staff members are qualified to handle. Obviously, such a procedure will not meet all the counseling needs of all the pupils. Very few services do. It will, however, provide adequate counseling services of recognized quality for those it serves.

Referral Counseling Plan

Almost every school must limit its counseling in one respect or another. The school counseling staff cannot be all things to all pupils. While it may be adequate for the usual demands, certain specialized demands will be made by some pupils for which no competent staff member is available. In these cases, it is the counselor's responsibility to help the pupils find persons or agencies which can help. To illustrate the point, consider a pupil who comes to a counselor to talk about plans for dropping out of school in order to earn a much-needed supplement to the family income. A few school counselors might attempt to find a part-time job for the boy, but if this were not sufficient, they probably would not have time or skills needed to study the family economic and social situation. They recognize that social workers have specialized skills for such a task. Most likely, the counselor would attempt to find a family welfare agency in the community to work with the family in order that the boy could remain in school. In essence, the counselor would refer the problem to an appropriate community resource.

The importance of the community to the counselor and his work can hardly be overemphasized. Just as he is a specialized resource for school-age youth in the community, so are others in the community commissioned to provide particularized services. A counselor who does not really know his community cannot adequately stimulate a counselee "to evaluate . . . his opportunities." A tangible evidence of the felt need for knowledge of the community is found in the publication of directories of community resources by associations of counselors such as the Twin City Vocational Guidance Association of Minneapolis–St. Paul, Minnesota.

One of the difficulties in making use of the community is establishing the method of referral in such a manner that the services desired are available when needed. S. C. Hulslander, formerly State Supervisor of Guidance Services in Pennsylvania, developed a plan which he calls "referral counseling." In essence, the plan provides that pupils in need of counseling be interviewed by the person designated as the school counselor. If he is qualified to counsel with the pupil, he does so. If

not, he refers the pupil to a qualified staff member or some person in the community. This plan of "referral counseling" has several unique characteristics. First, an inventory is made of the kinds of pupil problems which members of the school staff and persons in the community are qualified to handle. Arrangements are then made for these persons to accept referrals from the school counselor. The counselor can make referrals wisely, because through the inventory process he learns the qualifications of those to whom pupils are sent. In many localities, in addition to welfare and youth agencies, service clubs have been called upon to assist the school in securing counselors from the community. These clubs have been particularly effective in obtaining qualified persons willing to counsel with pupils on the choice of certain occupations. Many schools which desired to expand their counseling services have found the referral counseling plan a very satisfactory means. It has enabled them to enlarge and at the same time safeguard the quality of their counseling services.

In the next section we shall consider another way in which some schools provide counseling services of recognized quality.

THINKING IT THROUGH

The referral plan of counseling is obviously dependent upon a knowledge of community resources. Examine your community and identify at least ten persons or agencies which could be used to supplement the counseling.

What kinds of problems could these persons help pupils solve?

Under what conditions would they be willing to accept referrals from schools?

Would it be necessary or desirable to furnish them information from school records?

Is there a council of social agencies in your community?

Is there an association of guidance workers?

The referral plan of counseling has the danger of becoming a "buck-passing" procedure. What precautions can you suggest? Would you limit the number of referrals? Would you require the principal's approval of referrals made by the counselor?

The Teacher-Counselor

If it is not possible for a school to employ a full-time counselor, it is sometimes feasible to engage a staff member who devotes part of his time to counseling and the remainder to teaching. Such a teacher-counselor position is not an unmixed blessing. Its major drawbacks are outlined by Kenneth Hoyt, formerly a teacher-counselor in Northeast

High School, Northeast, Maryland, in a letter to the author at the conclusion of his first year in this position:

> In schools where it is possible to make a choice between one full-time counselor and several teacher-counselors, I would recommend having one counselor full time for the following reasons: (1) Every teacher at times must also be a disciplinarian. If a person tries to be both a teacher and a counselor, it may turn into a Dr. Jekyll–Mr. Hyde sort of relationship. The child will not know, during casual contacts, which person he is dealing with. (2) Students will, in my opinion, open up more to a person with whom they do not come in daily contact. It is a little hard on both parties for the student to pour out his deepest problems to a counselor one period and have that same person as his teacher during the next period. (3) A full-time counselor will be able to operate more efficiently than several parttime counselors because he can concentrate his attention on guidance matters. (4) By offering a full-time counseling job, a school has a better chance of securing a person prepared for guidance work than if it tries to operate with several teachers as counselors, each of whom has only a period or two a day for counseling.

Hoyt cites cogent reasons why it is more desirable to have a full-time counselor rather than his equivalent in teacher-counselors. The arguments in support of the teacher-counselor position usually deal with the benefits to be derived from having the counselor maintain contact with the classroom, the greater acceptance of the teacher-counselor by the other teachers, convenience of scheduling when several persons have counseling duties, and the greater ease of having a budget approved when counseling time is dribbled among the staff rather than when it is concentrated in a full-time position. In a few schools these arguments carry weight, but in most schools they are probably excuses for not shifting to a more adequate counseling program.

The position of teacher-counselor has probably become unduly popular among certain school administrators for a variety of reasons unrelated to the quality of counseling or the exigencies of the situation. It is unfortunate that some administrators "award" counseling hours to teachers for length of service; others assign them to teachers who have tenure but are not successful in the classroom; and still others select counselors on the basis of which teachers have unscheduled hours. Such practices are flagrant violations of any reasonable consideration of counseling and its expected functions. The only justifiable basis for selection of counselors is the quality of services they can provide. This is as true for teacher-counselors as it is for full-time counselors.

The counseling service in the St. Joseph High School, St. Joseph, Michigan,[11] is manned by teacher-counselors. In a statement distributed by the school it is described in these words:

The counseling committee is under the supervision of the high school principal. This committee consists of four part-time counselors, one of whom is chairman. The counselors have been selected on the basis of special training in human adjustment and student personnel techniques, as well as ability as classroom teachers, demonstrated by effective work with students and other teachers.

Counseling services to students are on a voluntary basis. A counselor begins with the sophomore class and remains with that class until it is graduated. (This plan is not followed in the ninth grade which is in the junior high school. . . .) Usually a student works with the counselor assigned to that class, but he may change to another counselor at any time. Students may visit a counselor at any time that the counselor is free. To avoid delay, students are advised to arrange for an appointment in advance.

The counseling program provides a setting in which any student may discuss in confidence with a counselor any problem which concerns him. The problems which students bring to the counselors range from requests for information about relatively routine educational and vocational matters to requests for assistance in coping with personal adjustment problems. Whenever counselors are unable to furnish the help requested, the student is referred to other persons or agencies for assistance.

Several features of the St. Joseph High School procedures are noteworthy. Counselors are selected on the basis of meaningful qualifications, opportunity for initiating counseling is available to all pupils, and provisions are made for referral of certain pupils to persons outside the counseling staff. These are provisions which contribute to the quality of the counseling service.

THINKING IT THROUGH

The ability to counsel effectively should be the criterion by which persons are selected to fill counseling posts. Unfortunately, it is very difficult to get a direct measure of counseling ability. Ordinarily such ability must be inferred from the individual's personal qualities, experience, and education.

Why is it difficult to measure directly the ability to counsel?

What qualities would you look for in applicants for counseling positions? what experiences? what education?

Emphasis on Service to Certain Groups

Not all schools are fortunate enough to have trained personnel available for counseling duties. In these schools a compromise between recommended practice and the practicable must be worked out. O. C. Kubly, the part-time counselor of the Kiel High School, Kiel, Wisconsin,[8] has met his situation realistically. He writes that "counseling in

the Kiel High School has been sadly neglected." It has been left up to "two people, the superintendent and me. With an enrollment of over 300 in high school, not very extensive counseling can be carried on unless only a portion of the students are served." This school selected the freshmen and seniors for particular attention of the counseling program. For all freshmen, an interview is scheduled for the purpose of getting acquainted and for determining their educational plans. When the need for counseling is discovered during these preliminary interviews, steps are taken to provide the needed assistance. In a like manner, all seniors are scheduled for an interview. This interview is centered around the pupil's vocational objectives and postschool plans. Here again, when counseling need is indicated, it is provided.

This plan does not mean that only the freshmen and the seniors are counseled. On the contrary, Kubly states that the bulk of the counseling "comes under the heading of unscheduled . . . and takes place almost anywhere. Students want advice and will ask you wherever you may be. They will come to you whether you are in the room or in the corridor. I believe, at the present, our most successful work is done in this manner."

Emphasizing counseling services for certain groups is only a stopgap measure. It is a means of holding to standards of quality in counseling. But schools should provide counseling service for all pupils. That the Kiel High School program recognizes the need for expanding its services is evident from the report of Counselor Kubly, in which he says:

> Counseling must be improved in Kiel High School. The full burden of counseling must be shared by more than two persons. An in-service training program must be organized to train more counselors. One head counselor should then be assigned to each class with some capable assistants. Each pupil should have at least two scheduled interviews with the counselor every year. This counselor should also have at least one interview with the parents each year. In addition, there will be other unscheduled interviews if the counseling is good.

Specialization in Certain Problem Areas

Another means of organizing a limited counseling program is to direct it at specific problem areas. Certain kinds of problems are not as difficult to deal with as others. Hence, beginning counselors can handle the relatively less complicated problems. As they gain experience, the program can be extended to deal with a greater variety of pupil problems.

Of course, this plan has its drawbacks. It is difficult to judge the intensity or complexity of a pupil's problem at the time of initial con-

tact. A pupil may appear to have a simple problem of choosing between two extracurricular activities. But after one or two interviews, the counselor may discover that this choice is complicated by an intense desire for increased approval by group members. Or he may find strong conflict between the pupil's choice and his parents' desires. The beginning counselor may not be prepared for such complications. But what must he do to be fair to the pupils? The referral plan of organizing counseling services offers a definite remedy to this situation. If the counselor is aware of the two counseling services available upon referral, he can direct his efforts toward successfully referring the pupil. At times, it is to be expected that there will be no person readily available for referral. At this point the counselor considers all factors. He can continue counseling as well as he is able, or he can suspend counseling until a fully qualified counselor can be found. In practice, the counselor's choice is rarely limited to these alternatives. The prudent course is to continue the counseling relationship in a manner that does not lead to irrevocable decisions or actions, and at the same time, with the pupil's permission, seek the assistance of the school administrator or the pupil's parents in making arrangements for the pupil to secure help from a fully qualified counselor.

Some persons may feel that classroom teachers are competent to deal with the majority of pupils with problems in certain areas. The classroom teacher does have a role in the counseling process. Some pupils are going to come to each teacher with problems which require counseling, whether or not the teacher is prepared to counsel. The teacher must choose his course of action carefully. He has a pupil with enough confidence in his ability to seek his counsel. For the teacher's own prestige and the pupil's morale, this confidence should not be squelched. Unfortunately, a few teachers have felt that to keep the confidence they themselves must counsel the pupil. Their attempts have too frequently destroyed the pupil's confidence, not only in the teacher, but in the counseling process as well. The prudent teacher will strive to retain the pupil's confidence by showing enough personal interest in the pupil to help him make arrangements to secure the services of a competent counselor.

While recognizing the counseling limitations of some classroom teachers, it is important to observe the capabilities of many. As in other fields of human endeavor, the principles of individual differences apply to counseling. Some persons, despite limited formal training, acquire through experience and individual study a high level of counseling ability. The "conference day" plan described later in this chapter provides an opportunity for spotting those who have mastered the art of counseling. The ingenious school administrator can devise other means

of identifying teachers who can successfully carry a counseling load. In nearly all schools there are classroom teachers to whom counseling duties can be assigned without impairment of the quality of counseling services. Certainly the following statement on interview techniques, which was prepared by a study-hall teacher, indicates an understanding of the process.[12]

TECHNIQUES I USE IN INTERVIEWING

Since I interview for varied purposes, I use many techniques. However, a few general principles seem to govern what I do:

During an interview, I try to observe the *total child,* and do a little "inferential reading" of what I observe.

I always try to look *with* the child at his problem rather than *at* him. I mean this quite literally. I find that fixing a steady gaze on him is not conducive to good rapport.

I use a meandering, "off-focus" approach to the actual problem. Sometimes it takes two or three interviews before we are ready to look at the real problem.

I encourage a long-range point of view whenever possible, for I find that children often let immediate circumstances becloud the ultimate outcome.

I try to give the child feelings of courage, cooperation, adequacy, and understanding of self and others; and alleviate feelings of fear, hostility, helplessness, and alienation from self and others.

I know that I can work no miracles. Sometimes all I can do is give a little comfort, but I do what I can.

I try to remember that there are no "cut-and-dried" answers in this business of human relations.

This teacher is making a valuable contribution to the school guidance program by interviewing tenth-grade pupils during their study-hall periods. Her aim is to clear up schedule difficulties they may be having and to spot any vocational or home difficulties which should be brought to the counselor's attention.

Counseling services aimed at certain problem areas are unsatisfactory from the standpoint of variety of service offered. Their strength lies in the quality of counseling. The counseling service at Williamsport Junior-Senior High School, Williamsport, Maryland,[7] has maintained the quality of its counseling service in this manner. In this school, with approximately 400 pupils in grades 7 to 12, the teacher-counselor has three periods a day for guidance work. In the second year of an organized guidance program, particular emphasis was given to counseling with failing students and those desiring help in course selections. Pupils with other problems were counseled when they sought help or were

referred. This school's program for counseling scholastic failures, described in the following paragraphs, is paraphrased from a report prepared by Counselor Chotiner.

At the end of each six-week marking period when report cards are sent home with the pupil, the form for listing failures, reproduced below, is distributed to each subject teacher.

WILLIAMSPORT HIGH SCHOOL
WILLIAMSPORT, MARYLAND

_____
Date

_____
Teacher

Please list the names of all those students who received a failing mark (E) in your subject the_____marking period, and give the reason for the student's failure.

It is requested that this information be submitted by_____

Thank you,
Allan I. Chotiner

Pupil's name	Subject and section	Reason for failure

After scrutinizing these and checking each pupil's cumulative record, the counselor calls in for an interview those pupils he feels he can aid by counseling. Oftentimes the pupils themselves come into the guidance office to talk over their failing mark, without being called. In this case, the reasons offered by the teachers give the counselor valuable information pertaining to the pupil's failure, in addition to that contained in the cumulative record. After hearing the pupil's side of the story, he is scheduled for another conference, usually two days later. In the meantime, the counselor gathers as much information as possible concerning the pupil, from teachers and other sources, to supplement the cumulative record. The teacher or teachers who gave the failing mark are interviewed to obtain suggestions for helping the pupil, as well as to obtain a more complete picture of the reasons for failure. At the second interview, definite counseling is usually begun. Sometimes this must be delayed until rapport is developed through a series of interviews preliminary to counseling interviews.

In cases of failure where the counselor is of the opinion that a conference with the parents might prove helpful, letters are sent to the parents stating the facts and inviting them to come to the guidance office to discuss the problem. At the end of one marking period, a form

letter of invitation was sent to the parents of all those students who failed. It read:

Dear_____

When report cards were distributed on_____, I am
Date
certain you had observed that_____had a fail-
Student's name
ing mark in the following subjects:

____ English	____ Bookkeeping
____ History	____ Geography
____ Mathematics	____ Home economics
____ Science	____ Industrial arts
____ Latin	____ Agriculture
____ French	____ Physical education
____ Typing	____ Music
____ Stenography	_____

You are probably wondering why the failing mark was received and just what can be done to assure a passing grade. You are, I know, deeply concerned about the progress of your child in school. The school, likewise, is greatly concerned.

Much can be accomplished for your child if the school and the home understand each other and work hand in hand.

If you are interested in discussing this failure, won't you at your earliest convenience come to my office between the hours of 10 A.M. to 12 noon; 1:40 to 2:30 P.M.; or 3:30 to 4 P.M.?

Sincerely,
Allan I. Chotiner
Guidance Counselor

Many of the parents did come in to confer.

When parents come in to talk about their child's failure, the teachers are called in to discuss the question with the parent and counselor. In such cases, the parent and counselor first converse about the child and then the teachers are called in. After the teachers leave, the parent and counselor both summarize the discussion. In a few cases where it is deemed feasible and for the best interest of all concerned, the parent, child, teachers, and counselor confer on the failure issue, as well as on other problems relative to the child that arise in the school. Chotiner declares: "A review of these conference techniques on failure has proved that the conference has helped the students in many instances to improve their scholastic work, has given the teachers a better insight into the problems of the student both inside and outside of school, and is a wonderful means of public relations in the community in the way of better understanding of the school."

THINKING IT THROUGH

The plan of organizing a counseling service to deal with certain kinds of problems has been illustrated by one such service designed to help pupils with failure marks. Can you suggest other types of problems around which counseling could be centered?

One high school administered an achievement test to its juniors. Those juniors showing unusually high achievement were singled out for special counseling. Parents were also informed of their child's high achievement and were asked to come to the school to confer with teacher-counselors.

What do you believe to be the reasons for such a procedure?

What advantages or disadvantages do you see in such a plan?

Special Conference Days

Some schools augment a limited counseling service by devoting certain days to counseling. The Menasha High School, Menasha, Wisconsin,[9] follows this plan of setting aside special conference days, so that there may be time and privacy for individual counseling for all pupils. Since the teacher-counselor in this school of about 500 pupils devotes only three of the six periods to guidance duties, it is obvious that other staff members must carry a share of the counseling responsibilities. In this school, the conference days have been found to be a successful means of distributing the counseling load.

The school sets aside four days a year as conference days. On these days, which are spaced at intervals throughout the year, no classes are held. An individual conference with his adviser is scheduled for each pupil. In so far as possible, pupils have the same adviser throughout their school career. The advisers are regular members of the faculty.

Conference days require careful planning to make them successful. In addition to the myriad details of scheduling, record keeping, room assignments, and similar administrative problems, the advisers must be helped to prepare for the conference. In Menasha, preparation of teachers for conference days is a major element in their success. The counselor has the responsibility for this in-service training.

The in-service training program relies mainly on the use of three devices, the faculty meetings, counselor-teacher interviews, and duplicated bulletins for teachers, prepared by the counselor. The faculty meetings are used for general discussions and for reviewing and adopting over-all plans. The counselor-teacher interviews provide a way of helping teachers find answers to immediate questions and to discuss fully matters of particular interest to persons involved. The bulletins, likewise,

have a dual function. They are a convenient method of making announcements and handling administrative matters. But their most important function is to furnish teachers with suggestions for improving their counseling ability. One of the bulletins, copies of which were provided for all teachers, was prepared by Bernice Miller, the counselor at Menasha, and is reproduced below with her permission.

Talking Things Over with the Child

Have you noticed how many difficulties can be overcome—what real friendships are made—how it relieves your mind—when you have a chance to "talk things over"? One of the most successful techniques for guiding the growth of the individual and for developing sympathetic understanding between pupil and teacher is the personal interview, the simple process of "talking things over."

Establishing Right Relationships

For the alert teacher there are many opportunities for informal contacts which influence pupil behavior and personal well-being. A friendly comment on the new dress, accompanied by "Did you make it yourself?" may open the way for much genuine individual counseling. Interest in a student's talent or hobby may develop a relationship which will encourage the student to want to talk things over. "I like the way you handled that problem in your meeting," or "It was good of you to help Dora track down that information in the library"—these are the kinds of appreciative comments by which sensitive teachers can lay the foundation for later effective guidance work.

In fact, the classroom teacher is in a far more enviable position than the counselor, whose contacts with the boys and girls he interviews are relatively infrequent. The teacher does not have to worry about developing rapport at the time an important interview is being held. The process of fashioning a relationship of mutual trust goes on in a score of daily situations which bring teacher and pupil together and help them understand and appreciate each other. Being able to talk things over with a child at the time he is troubled and needs help most depends upon how carefully the teacher has utilized every contact with the child to build confidence. Once rapport has been established on an enduring basis, teacher and child can tackle problems together without hesitance or fear of misunderstanding.

Informal Interviews

The frequent contacts the classroom teacher has with children give her another advantage. It is often unnecessary for the teacher to schedule a formal conference with a child. A fortuitous meeting during a study period or after a club meeting, for example, may provide the psychological time and place for a significant conference. A sensitive teacher can capitalize on chance meetings for much valuable counseling. Dick or Sue may hesitate to ask for a

formal conference with you, but in general conversation they may tentatively insert feelers which you will recognize as bids for help. While the counselor seldom has the opportunity to engage in unplanned interviews, the teacher can probably do his counseling most effectively through contacts which appear to the child to be casual.

Planned Interviews

All boys and girls are faced with some problems which can only be met on an individual basis. If all counseling were left to chance, certain children might be overlooked and denied the help they need. For this reason some planned scheme of individual counseling is necessary.

There are many purposes for which planned conferences may be called, such as to discuss the results on a standardized test, to gain certain information for the cumulative record, to work out a program of studies for the coming semester. Whatever the starting point or obvious purposes may be, other matters relating to the child's more personal problems may be opened up. A skillful teacher can guide the interview into channels which will help the child with those problems which concern him most. Interviews should not be limited to dealing with disciplinary situations or problems of scholastic achievement. Often those who do not show exaggerated outward signs of having problems are most in need of counseling. All pupils should have the opportunity to "talk things over."

Finding Time to Talk Things Over

It is sometimes difficult to find the time to meet with pupils on an individual basis. What arrangements can be made? Because time and privacy are both essential, our school dismisses classes early at set intervals to provide school time for counseling. But even if no administrative adjustments were made, all guidance-minded teachers would sandwich in as much individual counseling—both casual and planned—as they could find time for.

A Few Hints to Help Make an Interview Successful

"Guided conversation" demands preparation on the part of the teacher-adviser. The more you know about the individual student, the more you can help him. Consult the cumulative record folder for home background, health record, outside activities, school record, personality indications. Jot down or make mental note of the significant factors and possible approaches. Can a record of irregular attendance or poor scholarship be traced to health difficulties?—to too many outside activities?—to lack of parental interest in school success? Talk with his other teacher about him and find out whether he is working up to ability, how he adjusts to group situations or to authority, what his personal handicaps or special talents are. Then you can better fit this "jigsaw puzzle" of the whole person together.

Privacy during the conference means much to the student. He may like the importance of an appointed time set aside for himself. If you are business-like yet friendly and informal, he is likely to respond. Let him pull up a chair

alongside of you or across from you. Do not appear to be crowded for time. Give him your full attention. Be sincerely interested in him as a person. Then you have a basis for mutual self-confidence.

The initiative in the conference will probably be yours. Open with some topic you have in common or some accomplishment of his. Possibly you can directly approach the designated problem for the conference. And remember that the sincerity of your interest will work wonders. But do not expect to analyze and solve all his problems in this initial approach.

Because the general purpose of individual counseling is to help the student gain personal insight, together you may analyze the problem, its pros and cons. But let the student do the talking. Help him bring to light the true facts. Study with him the basic problems underlying his attitudes and reactions. You do not accomplish this by being didactic, but your very manner and mental-hygiene approach give him the feeling of security he needs. As you discuss scholastic success or vocational plans or his part-time job, in that process you can help him make personality adjustments by helping him see himself as he really is. Above all, let him make his own decisions.

Try to give the student a feeling of satisfaction from this conference. This may result from just talking the matter over together—or from having a definite planned course of action—or from some pamphlet or reference which he may find helpful.

When he leaves, give the student the impressions that he can always come to you—that you are always interested in seeing more of him. Continued interest is essential. Pupil growth and development take time.

Though you may wish to remember certain facts that are developed, it is much wiser to record them after the conference. On some few occasions when you are planning together you might say, "Let us make a note of this for future reference." The signed and dated record of the conference should include attitudes, personal information, and plans or decisions made. If this record is filed in the cumulative record, you have a basis for follow-up conferences.

As a further means of helping teachers handle these interviews more successfully, specific suggestions are made for each conference day. These can serve as props for the teacher. For example, once a year the report cards are given out during the conference. If conversation lags, teachers can fall back on discussion of the report card. However, the counselor cautions teachers in a bulletin entitled "Remember That You Are Interested in More Than the Report Card." It is the general well-being of the student that you want to consider during this conference. If you are sincerely concerned about his personal appearance, his attitudes toward others and toward school, his health, his part-time jobs, his place on the team, his plans for the future—you will find it easy to talk to him—and even easier to get him to talk to you. Is there a prescribed routine to follow? No. Must you cover everything? No.

Dismissing classes for a day will not be tolerated in a community where the school is not respected and the aims of counseling are not accepted. A definite program of public relations must precede such a

radical departure from traditional school practices. In Menasha, the school has sold the community on the service. One of the most effective means has been the invitation to parents to join in the conferences. Typical of the invitations which are published in the local paper is the following:[9]

CONFERENCE DAY
AT HIGH SCHOOL

Parents Urged to Join with Pupils
and Advisers on Wednesday to
Note Progress

With Wednesday set aside at Menasha High School for individual conferences, an opportunity is afforded for every student to talk privately and confidentially with his adviser with regard to his progress, his plans, and his problems.

Since both the home and school are trying to help boys and girls develop into the best possible type of person, parents are urged to participate in the conferences. Advisers have available general information concerning the student and are sincerely interested in helping him, school officials said.

THINKING IT THROUGH

One of the disadvantages of setting aside certain days for counseling is that a problem may not wait. Pupils feel an urgency about some problems. True, the problem may not be urgent when viewed from the counselor's vantage point. But it is important to remember that because the counselee feels it is urgent he will experience anxiety until it is resolved in some manner. What suggestions can you make for handling urgent problems in a school which sets aside only certain days for counseling?

Do you see other disadvantages in designating certain days for counseling? What are they? How can their effect be ameliorated?

KEEPING A RECORD OF COUNSELING

In the preceding sections of this chapter, plans have been described for making at least some counseling service available to pupils in all schools. Each of these descriptions has stressed the importance of maintaining the quality of counseling. Adequate records of counseling contacts contribute to this quality. Without such records, the service is at best haphazard.

Counseling records may be quite simple and easy to keep. The Dartmouth High School, North Dartmouth, Massachusetts,[6] keeps a record of interviews in the pupil's cumulative record. The heading of the form which is hectographed on a page 8½ by 11 inches is reproduced on the next page.

Name_____
Class_____

DARTMOUTH HIGH SCHOOL
NORTH DARTMOUTH, MASSACHUSETTS
PERSONAL INTERVIEW SUMMARIES

Date Interview requested by (pupil or name of teacher):	Interview topics (facts of the interview):	Conclusions (plan of action agreed upon):

A form designed for recording briefly five interviews is used by the Moses Lake Public Schools, Moses Lake, Washington.[10] An advantage of this type of record is that it reduces the number of separate forms in a pupil's folder, it reduces the number of times that the counselor needs to write the pupil's name and other identifying data, and it brings interview notes together in chronological sequence.

File No._____

COUNSELING INTERVIEW RECORD SHEET

Student's name_____

Date	I_____	II_____	III_____	IV_____	V_____
Time	I_____	II_____	III_____	IV_____	V_____
Interviewer	I_____	II_____	III_____	IV_____	V_____

Reason for interview I_____
II_____
III_____
IV_____
V_____

Summary of interview I_____

Recommendations I_____

Both these records are very sketchy. A more detailed report of the interview would be desirable. In fact, many counselors in college guidance clinics use a page or two of single-spaced typewriting to summarize their interviews. The desirability of full case notes is recognized, but the practical limitations of staff time and inadequate clerical assistance must be faced. Bernice Miller, the teacher-counselor in Menasha, Wisconsin, prepared for teachers who were serving as advisers on a conference day the following suggestions on what to record:[9]

As you talk with the student note (1) his social pose, his appearance, his attitudes, the general impression he makes on you; (2) any problems that are evidenced, and solutions you may discuss; and (3) any other information

that will be helpful to you in future interviews or to a teacher in better understanding the individual. Allow yourself two or three minutes to record this, even if you must shorten a conference. Do not take notes while the student is talking. Sign and date your notes and place them in the cumulative record folder.

While these instructions leave much to be desired, they do form the basis for a reasonable compromise between the ideal and the practicable in many schools.

ETHICAL CONSIDERATIONS

Perhaps at no other point in the guidance program are ethics more acutely involved than in counseling. Such questions as these arise: "Is it ethical for me to reveal what the counselee said?" "If so, under what conditions?" "How can I maintain the quality of counseling which ethically I am bound to provide and at the same time handle the too numerous requests for help?" These questions indicate certain instances in which ethics must influence counselor decisions. They do not, however, point out that ethical considerations permeate all the work of a counselor. The desirable pervasive influence of ethics is clearly seen in the following quotations from a "Code of Professional Ethics for Counselors."[5]

A counselor, in respecting the dignity of each counselee, gives him his primary allegiance. A counselor accepts responsibility for safeguarding the confidential relationship between himself and his counselee. In his writing, speaking, and interviewing, he makes it clear that counselors have a relationship to counselees similar to that of lawyers to clients, or doctors to patients.

A counselor accepts all who seek his assistance but does not allow the demand for his services to dilute the quality of his services. If the demand is greater than can be handled satisfactorily, the counselor informs the proper administrative authority of his inability to provide adequate counseling services. Until additional services can be made available, he selects those in greatest need of counseling.

A counselor actively promotes the concept of counseling as a profession. He attempts to get others not to take counseling responsibility beyond their limitations.

A counselor enlists the cooperation and assistance of other staff workers and administrators in providing necessary supporting services for the counseling program of the school.

A counselor, when necessary, refers counselees to appropriate persons or agencies and takes steps to make such referrals possible and ensure continuity in counseling.

A counselor as a staff member is part of the school team, and accepts his share of general school duties. He resists those which interfere with his

duties as counselor, either because of their incompatibility or because they make undue inroads on his time.

A counselor seeks employment only on the basis of his qualifications. He does not exploit his political or nonprofessional affiliations for this purpose.

A counselor continues to grow professionally.

A counselor maintains active cooperation with some professional group or groups.

A counselor continuously engages in research designed to contribute to his personal growth or to that of the profession. He plans such research so that the counselor-counselee relationships are not violated.

A counselor periodically evaluates his work and seeks the assistance of others who can help him improve the quality of his work.

In any school, large or small, rural or urban, provisions can be made for those who counsel to work in harmony with this code. Only if they can, will high-quality counseling be available to pupils.

THINKING IT THROUGH

The code quoted above states that "A counselor, in respecting the dignity of each counselee, gives him his primary allegiance." What is the meaning of primary allegiance?

It is an oversimplification to contend that this means the counselor feels a responsibility only for the counselee's welfare. He must be concerned with other responsibilities, which are his by virtue of being a member of a school staff and of society. He cannot ignore the welfare of society, for example, by doing nothing about a premeditated crime which a counselee is planning to commit. Nor can he sit idly by when a counselee's behavior is detrimental to the school. Further, the counselor has a responsibility to parents of counselees who are so disturbed that they may harm themselves or others.

You may find it helpful in thinking about the multiple responsibilities of counselor, to decide what you would do in the following instances:

An eighth-grade boy tells you in confidence that he cheated on a final examination last year. He assures you that this is the only time he cheated and that he did it because his father insisted he get an "A" in the course.

A little girl relates a recurring dream in which she chops her older brother "to pieces with a dull axe."

A high school youth who has just transferred to your school reports that he has just been released from a reform school to which he had been committed for car theft. He asks you not to tell anyone.

A senior girl confides in you that she has been having sexual intercourse with an outstanding and very popular senior boy. She wants

to continue dating with him, but feels that he will choose some other girl if she does not permit his sexual advances.

SUMMARY

In this chapter three schools of counseling thought were briefly described. They are eclectic, client-centered, and counselor-centered. It was pointed out that although each had unique characteristics, all had the common objective of providing a relationship which would help the counselee with his problems.

The necessity of preserving the quality of counseling provided by schools was implied throughout the chapter. Specific plans such as limiting counseling to certain problems, making use of referrals, and involving teachers in conference days were suggested as ways of maintaining quality. The pervasive nature of ethical consideration was seen in a code of ethics for counselors.

The role of the teacher in the counseling process was examined. Most teachers have some counseling responsibilities, but their counseling roles are circumscribed by their ability to counsel effectively.

SELECTED READINGS

Rogers, C. R., *Client-centered Therapy*, Houghton Mifflin, 1951.

In this volume, Rogers sets forth in detail his views of counseling and psychotherapy. It is *the* book to read if you want to understand client-centered counseling. Chapters 2, 3, and 4 are particularly valuable.

What is the principal characteristic of client-centered counselors which Rogers describes in Chapter 2?

Can you summarize from Chapter 3 the client's view of counseling?

What steps does Rogers see in the process of therapy which he discusses in Chapter 4?

Tyler, L. E., *The Work of the Counselor*, Appleton-Century-Crofts, 1953.

This book is highly recommended for those who want an introduction to counseling. It deals with many of the basic aspects of counseling without presuming that the reader has an extensive psychological background. If you do not have time to read the whole book, you may be interested especially in Chapter 2, which describes the counseling interview. The following questions will guide your thinking about this chapter.

Why is the first interview so important?

How does a counselor let the counselee know that he accepts him?

Williamson, E. G., *Counseling Adolescents*. McGraw-Hill, 1950.

Here is *the* book to read for an understanding of counselor-centered counseling. The appendix contains twelve cases which illustrate directive or, as Williamson calls it, "clinical," counseling. Chapter 5 outlines the basic con-

cepts in clinical counseling. The following questions are based on this chapter.

Why does Williamson believe that a counselor's role is best determined by the circumstances and personalities of each counselor-client relationship?

What objectives does he assign to non-directive counseling? to directive counseling?

What criteria would you use to evaluate the effectiveness of counseling?

SOURCES OF INFORMATION

Secured from Published Materials

1. Fiedler, F. E., "Factor Analyses of Psychoanalytic, Nondirective and Adlerian Therapeutic Relationships," *Journal of Consulting Psychology*, vol. 15, 1951, pp. 32–38.
2. Froehlich, C. P., "Factors Related to the Effectiveness of Counseling," doctoral dissertation, School of Education, George Washington University, Washington, 1948, chap. 2.
3. Rogers, C. R., *Client-centered Therapy*, Houghton Mifflin Company, Boston, 1951, p. 24.
4. Rogers, C. R., and J. L. Wallen, *Counseling with Returned Servicemen*, McGraw-Hill Book Company, Inc., New York, 1946, p. 47.
5. *Duties, Qualifications and Standards for Counselors*. U.S. Office of Education, Division of Vocational Education, Misc. 3314-1, Washington, February, 1949.

Secured from Schools

6. Dora Ames, Counselor, North Dartmouth Schools, North Dartmouth, Mass.
7. Allan I. Chotiner, Guidance Counselor, Williamsport Junior-Senior High School, Williamsport, Md.
8. O. C. Kubly, Counselor, Kiel High School, Kiel, Wis.
9. Bernice Miller, Counselor, Menasha High School, Menasha, Wis.
10. Jeanette Poore, Guidance Director, Moses Lake Public Schools, Moses Lake, Wash.
11. Joseph Ropele, Counselor, St. Joseph Public Schools, St. Joseph, Mich.
12. Ruth Westover, Counselor, Mt. Clemens High School, Mt. Clemens, Mich.

11 THE SERVICE OF PLACEMENT

GUIDANCE SERVICES FOR PUPILS as individuals have been considered in the two preceding chapters. The services of studying the individual pupil and of counseling with him both contribute to his proper placement, but they do not guarantee it. This chapter is concerned with procedures which aid pupils to capitalize on their environment.

The term "placement" as used in the title of this chapter has a much wider meaning than "job placement." A school's guidance program must be concerned with the success its graduates have in finding jobs. It must also pay attention to the jobs obtained by those dropping out of school and those who work part time. There is, however, more to a complete placement service than finding jobs. From a guidance standpoint, pupils should have service available to help them carry out decisions reached during counseling. Thus, from this angle, placement is concerned with helping pupils take the next step, whatever it may be. Such a placement service assists pupils in finding jobs; it also helps them find their place in appropriate extracurricular activities. The service helps pupils gain admittance to appropriate educational facilities, whether it be a high school chemistry class, a college, an apprenticeship, or a trade school. In essence, it helps them make use of their opportunities.

Placement, although closely related to counseling, differs from it. Counseling, as defined earlier in this book, is essentially assistance in planning and choosing. Placement is a service which helps pupils carry out their plans and act upon their choices. In many cases, counseling may not precede placement. And it is not necessary that it do so if the plans and choices are well made. Since not all persons seeking placement will have made appropriate choices, it is imperative that some means of evaluating their plans be provided. The fact that counselors are skilled in helping make such evaluations is reason enough for them to

play an active role in placement. There are additional reasons, as we shall see in the following paragraphs.

REASONS FOR A PLACEMENT SERVICE

Acceptance by schools of the responsibility for offering placement services is widespread. There are a few educators, however, who look upon placement as mollycoddling and a few who regard it as just another frill. Fortunately, most educators do not agree with this minority.

Why should the school help place the pupil? Because no other agency, with the possible exception of the home, knows as much about him as the school does. If the cumulative record system is effective, the school acquires a mass of information about each pupil. This information can, and should, be brought to bear on the pupil's placement—whether in school or out. If, for example, the school knows that a pupil does not adjust well under the pressure of competing in highly academic subjects, it has a responsibility for counseling with him in making appropriate plans in order that he may find a suitable place for himself. The school would shirk its responsibility if it registered this pupil in a straight college preparatory course. If, after counseling, he decides to enroll in the part-time work program of the school, the school must facilitate his enrollment. The school knows its pupils. It has the responsibility of using this knowledge for the pupils' advantage.

The transition from school to work is a difficult period for many young people. In school they have had limited freedom. The entire atmosphere has been one of helpfulness. The criterion most frequently employed is, "Is this best for the pupil?" On the other hand, the job environment is permeated by a different atmosphere. The ex-pupil soon learns that the business is not operated for his benefit. Helpfulness is tempered by the balance sheet. It is no wonder that young people need help in changing from students into workers. A placement service helps pupils act upon the choices which they make and, in so far as these choices are appropriate, eases the transition. During the years when young people have great difficulty in finding jobs, the locating of job openings is the major responsibility of the placement service. Any job, just so it is a job, is all that pupils require. In times of depression, unfortunately, many pupils have no opportunity to select jobs in harmony with their interests and abilities. On the other hand, during periods of prosperity, there are greater opportunities for securing employment consonant with long-term vocational plans. Under these conditions, the placement service can shift its depression-imposed emphasis from locating job openings to assisting young people in selecting the most appropriate job from among those available. If the job is consonant with the

decision the pupil has made during his counseling, the outlook is favorable for a successful transition from school to work.

The effect that a successful placement service has on the community should not be overlooked. The satisfactory placement of pupils has direct economic effects on the community. Placing them in jobs increases the income of the community, since most workers are taxpayers. But placing pupils in advanced educational institutions also has its economic effect. Temporarily, the labor market has fewer potential workers, but in the long run it will have as many available—and at a higher level of skill.

Since the value of any school is frequently judged by what the pupils do after leaving it, it behooves the school to operate a placement service. Properly placed workers usually make satisfactory adjustments to their new situation. It is probable that they will be promoted more rapidly than those who are unaided in taking the next step after leaving school. Satisfactorily placed pupils reflect credit upon the school. The placement service is, therefore, an effective means of building a position of respect for the school in the community.

Some schools organize placement services to meet the demands made on them by agencies and individuals. Schools in many communities are regarded as the natural place for employers to seek applicants. During periods of prosperity, with an accompanying high level of employment, the schools are the principal source of new additions to the labor market. Consequently, it becomes a common practice for employers to call on schools for new employees. Schools which previously had received only an occasional call find themselves besieged. The informal system of individual teachers handling requests from employers breaks down when these requests become numerous. In self-defense, these schools *organize* their placement services.

Pupils need and deserve help in taking action upon their decisions. The school has a unique opportunity to help them find their proper place. A school which places its pupils wisely builds community support.

THINKING IT THROUGH

Mr. N. O. Guidance, a severe critic of modern education, has discovered that the school in his community is operating an effective placement service. He is incensed at what he calls a foolish waste of taxpayer's money. "Why, in my day we didn't need a schoolmarm to lead us by the hand into each class," he argues. "We decided for ourselves what courses we wanted and we arranged to take them. If we needed a job, we went out looking for it. We didn't sit and wait until some schoolmarm brought it to us on a silver platter. I tell you, this

is all nonsense. The schools ought to offer the classes and let the pupils take them if they can. As for jobs, well that's none of the school's business."

What points would you call to the attention of Mr. N. O. Guidance in your effort to justify the school's placement service?

PLACING PUPILS WITHIN THE SCHOOL

The organized placement service of any school should encompass all that is designed to facilitate full utilization by pupils of the opportunities available to them. Such a service has been called the capstone of the school's guidance program. Placement of pupils within the school is provided by most schools, but many schools do not look upon this activity as part of the placement service. The usual practice is to draw a sharp distinction between registration for subjects and job placement. Although they differ from each other in many respects, they both have the common denominator of helping pupils take steps to utilize fully the opportunities presented by their environment. They are similar in other respects. Both begin with the pupil's choice—and rightfully so. Because the wishes of the individual pupil dominate both activities, each is a service which must be rendered on an individual basis.

Pupils frequently require placement in order to make maximum use of the school's curriculum, and definite provision for this must be made in each aspect of the curriculum. In the following pages consideration will be given to three phases of in-school placement, namely placement in regular courses, extracurricular activities, and the work-experience program.

Placement in Regular Courses

In the part of this book dealing with services to pupils in groups, the services of orientation and articulation were discussed. At that time, the importance of acquainting incoming pupils with the offerings of the school was recognized. However, the school must do more than this for incoming pupils. It must help all pupils to register for the courses likely to be of greatest benefit to them.

Counselor Kubly of the Kiel High School[7] recognized the problems involved in the placement of pupils in appropriate courses. The following paragraph is adapted from his statement of the problem:

Every year, at the beginning of the school year, high school boys and girls are faced with the same question: "What subjects am I going to take?" Each year it becomes a greater problem, because the number of required subjects is less and the electives are more numerous. In his first year in high school a pupil may have one elective, in his second and

third years two, while in his last year he may have all electives. Some pupils are able to plan their programs so they can proceed systematically through high school and make the most of the opportunities offered. Many pupils are not able to make such plans. Someone in school must help this group. Whether the task falls upon a classroom teacher or upon the counselor, the same general factors need to be taken into consideration. Each person who helps a pupil find his place in the school's program must be aware of

1. The content and requirements of the courses offered in the school
2. The graduation requirements of the school
3. Training necessary for entrance into fields of work being considered by the pupil
4. Entrance requirements to be met when a pupil plans to continue his education after leaving high school

It is apparent that just accumulating the information needed by the placement service requires considerable planning. How much more involved are the procedures required to bring it to bear on the pupil's placement. In most schools the magnitude of the task necessitates the involvement of many regular staff members—teachers, librarians, nurses, and so forth. Even if it were desirable, few schools could afford to have a staff of specialists in whose hands all placement activities would be placed.

Typically, schools place heavy responsibilities on the classroom teacher and teacher-counselors for placement within the school. Thus, teachers in these schools need to have access to information listed in points 1 through 4 above. But not all can be expected to have knowledge of the desirable training for all occupations and the entrance requirements of all institutions to which pupils will seek admission. Pupils having a need for this specialized information should be referred to the school counselor or some other staff member if the teacher cannot supply it. A word of caution must be introduced at this point. Unfortunately, some teachers are misinformed about occupations and entrance requirements, and they do not realize that their information is inaccurate. In good faith they pass their erroneous ideas on to pupils. Since occupational requirements are continually changing, teachers should be encouraged to refer pupils to those who can supply recent and accurate information.

Questions concerning the course offerings and graduation requirements of the local school are directed frequently to all teachers. It is reasonable to expect members of the teaching staff to be conversant with

the curricular setup of the school. If democratic procedures have been used in formulating the curriculum, most teachers will be familiar with it. But in any school steps should be taken to ensure an understanding of the school's program and the regulations which govern pupil participation in it.

The Bloomfield High School[15] issues an eight-page bulletin describing its program of studies. Although the bulletin is addressed to the pupils, it is an effective means of acquainting faculty members with the offerings. The Bloomfield bulletin treats the following topics: kinds of curricula and their purpose, required subjects, special requirements pertaining to certain subjects, the marking system, and a description of each course offered. The description-of-courses section follows a pattern similar to, but more complete than, that used in college catalogues. For example, physics is described in the bulletin in such a way that the pupil not only knows what the course includes, but also its aims and the type of student for whom it is intended. The description follows:

> This course is designed to provide the college preparatory student with the detailed information in the fields of mechanics, heat, electricity, sound, and light, so that upon entry into college he will be equipped to successfully study advanced courses in these sciences. It is further designed to provide both the college preparatory student and the general student with an appreciation of these fields by relating them to his everyday life and thereby enriching his knowledge of the world in which he lives.
>
> The aims of the course are: (1) to acquaint students with some of the fundamental laws and principles which govern the universe, (2) to give students an appreciation of the part played by physics in everyday life in the past, present and future with regard to its contributions to human progress, socially and industrially.
>
> Students electing to take this course spend four periods a week in recitation and two in laboratory. Although all students are in the same class, differentiation in content is made for each type of student. Throughout the course the practical aspect of the course is stressed. Six periods per week.

The preparation of a bulletin outlining the curriculum of the school might well be the first step in any school planning to organize an in-school placement service. But it is only one step. Other provisions must also be made. Perhaps the most important of these is the organization of the registration procedure.

Nearly all schools have some plan whereby they secure the signature of the parent or guardian on each pupil's registration blank. Commonly, the reason for obtaining such a signature is that it *protects* the school in case the pupil changes his mind and cannot meet graduation or college entrance requirements. The desirability of requiring signatures

is not denied here. But the reasoning cited is condemned. Rather than aiming at protection, schools should strive for a placement service within the school which is based on mutual trust and understanding of parents, of pupils, and of the school. Steps must be taken to inform parents about the nature and purpose of subjects offered by the school. Such a procedure is within the reach of every school. The Dartmouth High School[5] issues a bulletin that is addressed "To Prospective Pupils, High School Students, and Parents." It contains a section on each of the following topics: general statement of objectives, the importance of high school work, and planning a program of study, general description of curricula, detailed description of curricula, and school activities. The final paragraph in the bulletin reads, "Parents are invited to make appointments for conferences with the Principal, Registrar, or Supervisor of Guidance in the afternoons or on Wednesday evenings." This standing invitation to parents is a commendable feature of the Dartmouth High School program to secure more satisfactory placement of pupils in classes.

The actual registration procedure must be planned in terms of the local school's facilities. In most situations the following principles can be applied to the mechanics by which pupils are registered.

1. *The pupil should be adequately prepared for registration.* Schools which apply this principle avoid such practices as informing pupils that "registration will take place tomorrow," or letting pupils register before they are familiar with the offerings of the school or the consequences of choosing one of the various curricula.

2. *Each pupil's choice should be checked by an understanding staff member.* This does not mean that the school reserves the right of negating a pupil's choice. The checking process should, however, reveal to the pupil errors which he has made in interpreting the school rules and the possible consequences of choices which appear to be unwise. The staff member who performs this service cannot do it without an understanding of the pupil. Certainly he will want to be familiar with the contents of the pupil's cumulative record. Since this process requires so much time, many schools have divided the task among the home-room teachers. In a few schools registration is extended over a period of several weeks. This provides ample opportunity for the home-room teacher to evaluate carefully each pupil's choices.

3. *The pupil should be able to consult a skilled counselor for help in making decisions basic to registration.* Not all pupils will want or need consultation with a counselor. But many will—and some of these will delay until registration day is upon them. If they do, the registration procedure must be flexible enough so that decisions made as the result of counseling can be acted upon at a later date.

4. *The parents should not be asked to sign a pupil's registration blank unless they understand the procedure.* Few schools can claim that parents really are aware of the kind of program their children elect in school. Perhaps this is one of the greatest weaknesses in the public relations program of any school. The matter of getting parent participation will be discussed in a later chapter, so the point need not be explored here.

5. *The registration process should be simple and unhurried.* Too often Americans have a mania for getting things done quickly. "The faster the better" has become almost axiomatic. This should not be true of registration. The pace should be one that encourages the careful thinking through of the consequences of each choice. And the registration process must be simple enough so that the pupil does not become so involved in mastery of the mechanics that he underemphasizes the real problem of choosing courses wisely.

The placement procedure for pupils in regular classes at Springfield High School[13] is described in these words by the head counselor:

> Each year we place in the hands of each student a program of studies for the next year, listing the subjects in the various courses offered and also a brief description of each subject. Students are urged to take these programs of study home and discuss the next year's choice of subjects with their parents. Eighth-graders are to make out a four-year plan which they, together with their parents, think they would like to follow. We have tentative choices handled through social studies teachers in group fashion. Then each student is seen individually by either the director of guidance or one of the part-time guidance people, and together the final choices are made, as far as the ninth-grade choices are concerned, at least. The ninth-, tenth-, and eleventh-graders are seen individually also, and their original four-year plan is taken up with them. In some cases the guidance counselor may suggest a change based on the fact that their performance on tests of various kinds, both in and out of school, and their academic work has been either better or worse than they had anticipated in their proposed subjects. In some cases the students will ask that they be permitted to change their proposed plan for some other which they now realize is more practical for them. This method of signing up for courses takes less time than doing it on a yearly basis, and thus gives opportunity for more individual counseling.

This procedure rates very high in terms of the five principles discussed in the preceding paragraphs.

In summary, the procedure for placement of pupils in regular courses deserves careful consideration. Haphazard methods are insufficient. Registration must be organized so that each pupil's choices are systematically evaluated by those who understand him—the parents and the school—and by the pupil himself.

THINKING IT THROUGH

Visit a school and study its registration procedures. If you are unable to do so, recall the procedures used in the high school you attended.

Do the procedures meet the five criteria listed above?

How are pupils informed about the course offerings?

Are steps taken to correct the misinformation about courses which is passed along on the pupil grapevine? If so, what is done?

What provision is made for pupils who discover that they have registered in inappropriate courses? Is it easy or hard for them to make changes after the term has begun? Are pupils who wish to change courses counseled?

Placement in Extracurricular Activities

The term "extracurricular" is not a satisfactory designation of these activities. In view of the recent trend in the thinking of curriculum experts, these activities should not be considered *extra,* but rather a part of the curriculum. Substitute terms such as "nonclassroom," "co-curricular," or "informal" activities have been proposed, but these, too, have their limitations in accurately describing such activities. Since a thoroughly acceptable term has not yet been coined, the most widely accepted term is used here.

The only justification for extracurricular activities is the contribution they make in helping the pupil meet his educational needs. From this viewpoint, extracurricular activities are part and parcel of the curriculum. They provide opportunities to learn, just as do regular classes. True, these experiences are frequently of a different nature from those of academic classes, but both are equally real and important to the pupil. Because so-called extracurricular activities are in fact a part of the school's curriculum, they deserve better treatment than they have had in many schools. Guidance workers have, in many instances, been as prone to regard extracurricular activities as a frill as have other educators. In doing so they have planned a guidance program which has not assisted pupils in making full use of the extracurricular phases of the school. It is appropriate, therefore, that a discussion of the relationships of the guidance program to the extracurricular program be considered.

One of the most outstanding features of extracurricular activities is their variety. They vary in terms of central interest from cooking to music and from stamp collecting to hockey. Almost all interests of adolescents can be used as the unifying core of an extracurricular activity. The skill level required of participants varies as much as interests. In some schools, the square-dancing club is made up of beginners learning the rudiments. Yet in other schools the square dancers are equal to pro-

fessionals. In fact, they frequently are called upon to perform at community gatherings. But, regardless of the skill of the members, both clubs can serve their members equally well. The variety of interests and skills required is both an asset and a liability. So far as the variety of the program makes it possible to serve pupils with diverse interests and skills, variety is an asset. But to the extent that pupils are confused by the many opportunities offered, it is a liability. Fortunately, guidance workers have developed methods which can aid pupils to make wise choices of extracurricular activities. Essentially, these services are an analysis of the individual and his opportunities and counseling. Providing these services for pupils who must choose academic subjects is wisely accepted. But not many schools extend the use of these techniques to include placement in extracurricular activities. The justification for extracurricular activities, as well as for academic subjects, lies in their contribution to the pupil's education. It would appear, therefore, that the guidance program has equal responsibility for placement of pupils in each of these phases of the school's curriculum.

Pupils have many needs which can be served by the extracurricular program. A large group of specific needs can be subsumed under the heading "socialization." The new pupil in a school frequently is in need of friends. The counselor can help him make a more rapid adjustment by facilitating his placement in an extracurricular activity where he can meet a number of other pupils. Some pupils are hesitant about participating in social affairs because they do not feel at ease. Often the uneasiness results from a lack of social skills. Placement in appropriate extracurricular activities can help such pupils acquire the understanding necessary for effective social participation. Examples of socialization needs which can be met by extracurricular activities are myriad. It is sufficient, however, in this discussion, to note their usefulness for this purpose.

The needs of some pupils for tryout experiences can also be met by the extracurricular program. The boy interested in becoming a coach may try out the role by coaching the baseball team. A girl interested in nursery school teaching may gain valuable experience by participating in the child-care project of the home economics club. Unfortunately, not all pupils are aware of the value of using extracurricular activities as tryout experiences. The guidance program has a responsibility for helping each pupil choose extracurricular activities wisely. Once the choice is made, the pupil may need help in securing placement in the activity of his choice. In addition to meeting the needs for socializing and tryout experiences, extracurricular activities meet many other needs specific to individual pupils.

The values of extracurricular activities in which pupils can be placed

are apparent to thoughtful guidance workers. Recognizing the importance of extracurricular activities has, however, led some counselors to assume duties which are beyond the responsibiilty of the guidance program. Reference is made to the actual management of the extracurricular program. Such counselors are to be commended for their willingness to undertake a tremendous task in order to meet pupil needs. But, with rare exceptions, the eventual result is harmful to the guidance program. Most counselors are so busy carrying on the specific functions of the guidance program that they have little time for other major nonguidance responsibilities. When they become involved in the operation of the extracurricular program, they must slight some of their guidance duties. Viewed as part and parcel of the curriculum, extracurricular activities are the responsibility of the instructional staff of the school. In this light, the counselor has a responsibility for helping pupils choose and find a place in extracurricular activities, but he should not be charged with the management of the extracurriculum any more than with the academic phases of the curriculum.

THINKING IT THROUGH

Some schools limit the number of extracurricular activities in which a pupil may participate. Others place no restrictions on participation.

On what grounds can the limitation of participation be defended?

From the guidance point of view, which plan is more desirable? Why?

PLACING PUPILS LEAVING THE SCHOOL

In the preceding pages the placement of pupils within the school has been considered. It was pointed out that many schools do not recognize the guidance implications of in-school placements and, therefore, do not provide an adequate type of service for their pupils. In contrast with this condition, the placement of pupils who leave school is a service recognized and provided by many guidance programs. The term "placement" has frequently been used to describe this service to the exclusion of placement activities for in-school youths. The placement of pupils leaving the school can be considered from two angles: the services provided for pupils going on for further education and those available to job seekers. Both have much in common, but for convenience they will be considered separately.

Placement in Further Education

In the aftermath of the Second World War, the importance of helping high school graduates find a place in institutions offering further edu-

cation was recognized by most schools. The returning veterans placed a heavy load on the facilities of trade schools and colleges. Preference was given the GI's at the expense of students being graduated by high schools. Before this time, most graduates could, unaided, find a trade school or college which would accept them. But when competition became keen, many were unable to place themselves. The high schools met the situation by expanding their placement services. In a few schools the expansion resulted in placement activities dominating the guidance program to the detriment of other kinds of services. The experience of these schools points up the need for maintaining a balance among the several phases of the guidance program.

Secondary schools will again face the problem of finding places in colleges for their graduates in the next decade. Some estimates of college enrollment for 1965, for example, are twice as great as the actual enrollment in 1955. Many colleges will be taxed beyond their capacity to expand and will be forced to deny admission to many qualified applicants. As in the postwar years, some schools may be tempted to devote a disproportionate amount of time to this type of placement activity, to the detriment of maintaining a balanced guidance program.

Ordinarily, the problems of placing pupils in trade school or apprenticeship training are considered apart from those relating to placement in colleges. The separation of these activities probably had its beginning in the traditional segregation of vocational preparation from other phases of the school's program. It has continued despite the similarity of problems. The major responsibilities of the school for those of its pupils who plan to continue their education in trade schools are the same as for those pupils who want to attend college. Essentially, they are to help the pupil

1. Choose the kind of training he desires
2. Find where the training is available
3. Make realizable plans for securing the desired training
4. Facilitate his registration in the training institution of his choice

These four points will be considered in turn. The choice of the kind of training is usually accomplished in the counseling process. Its close relationship to occupational choice is obvious. The provision of counseling services was discussed in the previous chapter and will not be repeated here. At this point it is necessary only to recognize that choice of kind of training is a prerequisite to the remaining steps in the placement service. A variety of plans is used to inform pupils and their parents of the availability and nature of further training. The college-day plan which is used in many schools provides an opportunity for those interested to meet with college representatives and to secure from them the information needed to make a wise choice of a college.

A committee of the New York State Association of Deans and Guidance Personnel prepared a report which suggested procedures for organizing a college day. The following paragraphs are quoted from the report.[3]

A. *Pre-college day plans*

1. The program should be planned to meet the needs of the students in a particular school or schools, and include those students who are planning to attend college.
2. The program should be held at a time when interested high school students and their parents will find it easy to attend.
3. The guidance department of the high school should enlist the cooperation of the administration and the faculty in the planning stage so as to insure maximum efficiency of the actual program. English classes and Social Studies classes can cooperate by having students write themes as a result of investigations of admissions practices in several colleges, program of studies, what is expected of a student in college, what should a student expect of college, what is college, etc.
4. It is considered good practice for the guidance department to hold assemblies or classes prior to the College Day to acquaint the student with procedures to be used during the actual program, preliminary instruction for the conduct of the College Day, what questions should be asked, etc.
5. Whenever joint participation of two or more schools in a county, city, or other local area is practicable, the schools should meet jointly in a centralized place. Preliminary details should be jointly planned so as to insure uniformity.
6. Announcements of the date for the College Day program should be mailed to the Colleges a few months in advance. In addition to giving the time and date of the meeting, the type of the meeting should be included. Information concerning transportation and hotel accommodations should also be included.
7. As early as possible, the students should be canvassed to determine their first, second, and third choices in colleges, and the invitation list made up as a result of this survey. It is considered good practice to invite only those colleges for which five or more students have shown a preference, and the names should be sent to the college with the original or subsequent announcement. Invitations to other colleges should be extended but they should be informed as to the interests of the students.
8. Students should be encouraged to become well acquainted with the literature of the colleges *prior* to the College Day Program. If this material is not available, the students should write to the Admissions Office.
9. On-campus representation by the college should be provided. Less-informed alumni representatives seem to do more harm to the college than good.

B. Conduct of the college day

1. Whenever possible, each college representative should be assigned an individual room to conduct his conference. When this is not possible, preference should be given to those which may expect a large number of participants.
2. Closer unity between the high school and the college is undoubtedly accomplished by a College Day program; therefore, the time should be allowed before the program for an informal meeting of the college representatives and the high school guidance personnel.
3. It is considered good practice to have guides in the hall to meet college representatives, parents and visitors, and show them to rooms. A printed or mimeographed program giving the list of the colleges represented, room assignments, and names of the representatives is desirable.
4. Assemblies during the College Day program are discouraged. If a school finds that it needs one, it should be limited to 30 minutes, and should be largely for "kick off" and explaining procedures. They have an advantage as to providing a gathering place so that all are present to start the real business of the day.
5. There should be at least two, and no more than three sessions, of not less than 30 minutes each during which college representatives may talk to students. The students *should be expected to remain in the room for the entire period, and not leave before some pre-arranged signal, such as a bell sounding at the end of the period.* If it is considered essential, a "free period" might be scheduled at the conclusion of the regular program to allow students to return to a particular college representative or be allowed to vagabond into new rooms.
6. It is preferable to have only juniors and seniors meet with college representatives.
7. Each college representative should arrange his time schedule during the Day—(college) for maximum effectiveness. Perhaps the first ten and not more than fifteen minutes might be directed toward general remarks about the college by the college representative; the remainder of the period should be given to the students for their questions.

C. Post college day activities

If the College Day program is to be effective as a counseling technique, some provisions should be made to integrate this with the other guidance programs of the school, and follow-up should be encouraged. These suggestions are offered:

1. Follow-up assemblies or guidance sessions, with individuals or groups, are encouraged to discuss the topics presented during the College Day conference.
2. Students should be encouraged to write to the college representatives with whom they visited for additional information which may be needed. The correspondence should mention that the student discussed his plans with the college representative during the College Day conference.

3. Students should be encouraged to visit the campuses of their interest with their parents. They should, however, be urged to write ahead.

THINKING IT THROUGH

In Chapter 8 the career conference was described. In many ways the arrangements for career and college conferences are very similar. Underlying both are certain principles which must be observed.

What are these principles?

What safeguards can you suggest so that these principles are not violated?

The college-day plan has a definite weakness which few schools have overcome. About one in every four high school graduates goes on to college. What happens on college day to the three who do not plan to attend college? Two approaches have been made to this problem. In one, only pupils interested in college attendance participate in the college-day program. Under the other scheme, the program is extended to include trade schools, apprenticeship, and on-the-job training. Either plan reduces the amount of waste; the second also provides direct benefits to non-college-bound pupils.

The North Olmstead High School[11] has a plan for providing its pupils with realistic information which might be emulated by other schools. The vocational club, composed of high school pupils, invites recent graduates currently enrolled in college to return for a "college homecoming." At one general session the college returnees answered questions such as: "What is the greatest change in transferring from this school to college?" "What is the real cost of college if I am to have an average life?" "What are the restrictions on dating hours?"

At the conclusion of this session, the students from each college meet in small groups or individually with the high school pupils contemplating enrolling in their college. An interesting sidelight to this program is that the director of guidance meets with college returnees to get their suggestions for ways in which the school could have been more helpful in preparing them for college. This is an excellent way to gather data which may have implications for planning improvements in the guidance program and the curriculum.

One placement service that all guidance programs should provide is the dispensing of accurate information regarding private vocational schools operated for profit. In almost every community there are persons who have unwisely enrolled in vocational schools. Their actions have been ill advised, not only because some of them lack ability to profit from the instruction, but also because the schools themselves were not

able to offer adequate instruction. Private vocational schools seem to be a lucrative field for unscrupulous operators. No case is being built against the bona fide private vocational school operated for profit. These schools fill a definite place in the educational scheme. But the unsuspecting youth must be warned against the "gyp" school organized only to fleece him out of his money. The guidance program has as much responsibility for making information about those schools available as it has for maintaining a set of college catalogues. Far too many schools have only the college catalogues.

De Alton and Froehlich,[2] in a statement on private vocational schools, suggested that before enrolling pupils should obtain the answers to the following ten questions:

1. Are the subjects taught those that are required for successful entrance in the occupational field in question?
2. Are the proper equipment and facilities available to give the instruction needed and as it is advertised?
3. What quality of instruction is given?
4. Are there any other ways, particularly through public schools, to obtain the same instruction?
5. What are the relative costs of the courses offered?
6. Does the particular school advertise in magazines of a high order or the lower class of publications?
7. Is the school accredited or approved by any reliable organization?
8. Does the school employ agents?
9. Does the school offer "free books" or "free scholarships"?
10. Are they advertising "cut rate" if the enrollment is completed in a short time?

Some pupils will be able to take advantage of an apprenticeship. Apprenticeship is more than on-the-job training. The latter is frequently of short duration and is usually designed to provide skill in specific operations. Placement in on-the-job training is, in most cases, so closely related to job placement that these two services can, for practical purposes, be considered synonymous. On the other hand, apprenticeship "is a system of training in which the learner (an employee) is given thorough instruction and experience in all aspects of work in a skilled trade, including related class-room instruction."[1] Rapid strides have been made in the establishment of apprenticeships since 1937, when the Secretary of Labor was authorized by Congress to establish the Bureau of Apprenticeship in Washington. As a first step, every school should correspond with the Bureau to obtain information about apprenticeship training. A director of apprenticeship training has been appointed in most states. Further information can be obtained from him, as well as from local

union officers and personnel departments of industries. The excellence of the training provided by apprenticeship more than compensates for time and energy the counselor may put into placing pupils in this manner.

Helping pupils make realistic plans for securing the desired training is the third of four responsibilities the guidance program has for pupils planning further education. Apprenticeship is one means of helping pupils obtain this training. Although the wages are not high during the early stages, they do enable most apprentices to meet their financial demands.

Securing part-time employment is another means of helping pupils acquire the training they desire. Placement in part-time work requires techniques very similar to full-time placement. In the last section of this chapter, job placement will be considered.

Perhaps the most spectacular help which can be given to pupils is assistance in securing scholarships. Many directories of scholarships available in colleges and universities have been published. They are, however, of limited value, since few colleges accept applications for specific scholarships. Usually the particular scholarship awarded is a paper transaction—the actual award being made from the total amount of scholarship money available at the time. Hence, in most cases pupils should decide on the institution they wish to attend and then make application for a scholarship; the decision as to which scholarship is being applied for should be left to the institution. One exception to this advice is scholarships which set up special conditions for applicants. For example, a pupil wanting to enroll at the University of Maine, and meeting the following requirements of the Stanley D. Gray Scholarship, would be wise to apply for it specifically. The requirements as stipulated in the late Mr. Gray's will are "aid in securing a liberal education to such student, male or female, whose father or mother was a Gray descendant from one of the name who settled in what is now Hancock County, Maine, prior to the year 1800, as may be decided upon as most worthy of aid."

Another exception to the direct application to a college for a scholarship is to ask the College Scholarship Service, Box 176, Princeton, New Jersey, for scholarship application blanks. This organization serves a number of colleges by gathering data from persons who are seeking scholarships. The information it gathers will be forwarded to cooperating colleges upon the applicant's request. This saves the applicant a tremendous amount of correspondence and the filling in of numerous forms.

Scholarships are also available from many sources other than colleges and universities. Industrial concerns frequently offer scholarships to

promising young persons. Fraternal organizations maintain scholarships as well as loan funds. Certain professional groups also provide scholarships, usually for study leading to entrance into the profession. A comprehensive listing of scholarships of this type may be found in the publication of S. Norman Feingold entitled *Scholarship, Fellowships and Loans,* published by the Bellman Publishing Company in Boston, Massachusetts.

Pupils in high school cannot be expected to locate, not to mention secure, scholarship opportunities without the help of the school. The guidance department has a responsibility for aiding them. The Herkimer High School[10] has published a hectographed bulletin entitled "Scholarship Information." The introduction to this bulletin sets the keynote of this phase of the placement service in this school.

Many of you are destined for college at some future date and may such a wise undertaking be a successful venture.

This bulletin is primarily designed to be an aid for the qualified and needy student who would find the realization of a college education impossible without financial assistance, as well as all others interested in obtaining a college scholarship. A partial listing is included of the many available scholarships.

A college education is made possible to many thousands of students in the United States through the medium of scholarships. A list of scholarships and the fellowship available at the institutions of higher learning in the United States for a single year totals 76,000 and represents a money value of more than $12,000,000. An average of 1,500 scholarships in each state has been awarded, over 600 scholarships given to undergraduate students. If 600 can earn scholarships, why not you?

The educational woods are full of student aids, and each year brings new undergraduate assistance. The wise student who wants to continue his education will fully investigate the many avenues of assistance.

Additional information can be obtained from Mr. Nelson, concerning questions about procedures in making applications for any of the listed scholarships.

Typical of the entries that are found in this handbook of scholarships is the following:

HARTWICK COLLEGE
Oneonta, New York

Several tuition scholarships awarded each spring on the basis of high school record, general recommendations, and the results of special examinations given at the college in April. Write to:

F. A. Bishop, Registrar
Hartwick College
Oneonta, New York

THINKING IT THROUGH

There are at least two schools of thought regarding eligibility for scholarships. One holds that scholarships should be awarded on the basis of capabilities, without regard to financial need. The other contends that scholarships should be awarded to capable students who demonstrate the need for financial assistance. The amount of the scholarship should be adjusted to supplement the help which can be obtained from other sources by the pupil.

What arguments can you muster to support each of these viewpoints?

Which is more likely to assist more pupils?

Would you favor awarding scholarships without a stipend as an honor to capable students who do not need financial assistance?

The fourth responsibility of the guidance program for the pupil planning further training is that of facilitating his registration in the training institution of his choice. The responsibiltiy extends beyond merely helping the pupil file applications, although that is an important service. It is more than advocating the pupil's admittance by letter of recommendation, or through personal contact, even though this is an essential element inherent in the responsibility. A collection of services is required to discharge this responsibility adequately. The most important of these services is the transmission of sufficient information about pupils to enable the vocational school, apprenticeship training institution, or college to make a decision regarding their enrollment. This is a service which is too often neglected, or at best does poorly.

Basic to a service of sending adequate information to other educational institutions is an organized procedure for collecting and interpreting data about pupils in the local school. The significant information collected through such a procedure must be preserved in permanent form to enable the school to make meaningful reports even though none of the present staff members may know the former pupil. Some schools make it a practice to summarize on a permanent record card the information that has been collected about each pupil when he leaves either by graduation or withdrawal.

The El Dorado High School, El Dorado, Arkansas,[14] has devised a special record for transmitting information about its former pupils. It is reproduced on pages 250–252.

Although this report is more elaborate than some schools can provide, all the items are significant. With such information at hand, an institution can make an intelligent decision regarding the pupil's application for admittance. Of equal importance, after the pupil is admitted

REPORT OF HIGH SCHOOL COUNSELOR

1. Name_____
   Last First Middle
2. Home address_____
   Number Street or R.F.D. City State
3. Birth date_____ 4. Birthplace_____
   Month Day Year City or county, State
5. Name of school_____
6. Parent or guardian_____
   Name
   Occupation of father_____
   Occupation of mother_____
   Occupation of guardian_____
   Both parents living_____
   Parents separated or divorced_____
   Number of:
   Brothers, older_____, younger_____
   Sisters, older_____, younger_____
7. Will student need financial aid beyond family aid_____
8. Physical impairment_____

9. Field	Above Average	Average	Below Average
English			
Foreign language			
Social science			
Mathematics			
Science			
Fine arts			
Athletics, physical education			
Business			
Home economics			
Shop work			
Agriculture			

10. Subject preferences:
    Subjects liked most (1)_____ (2)_____ (3)_____
    Subjects liked least (1)_____ (2)_____ (3)_____

11. Standard tests given:

Name of Test	Score	Percentile Rank	Date Given

12. Date of graduation_____
13. Last grade completed_____
14. Quarterly rank in class:
    First_____ Second_____
    Third_____ Fourth_____
15. Number of students in class_____
16. Special aptitudes_____

17. Extracurricular activities, significant hobbies, interests:

Activity	Principal Achievement	Duration of Interest	Evidence of Leadership

18. Vocational choice (1)_____(2)_____
19. Courses studied in preparation for vocational choice_____

20. Course recommended on basis of vocational choice and data published in catalog of_____
    Name of college

    Course recommended
21. Wage-earning experience while in high school:

Name and Address of Employer	Full-time	Part-time	Seasonal	Work Liked	
				Yes	No

22. Personality traits (rating):

Cooperation	Low	Average	High
Dependability	Low	Average	High
Ambition	Low	Average	High
Personal impression	Low	Average	High
Initiative	Low	Average	High
Punctuality	Low	Average	High
Self-control	Low	Average	High
Self-reliance	Low	Average	High

23. Special counseling needs and remarks: _____

Date _____

Signature of counselor _____

the school can help him make wise choices as he enrolls for specific courses or types of training. This assistance should enable the pupil to get off to a good start in the new institution. If he does, the local school can count another successful placement.

Placement in Jobs

Few activities of the counselor are as personally satisfying as that of successfully placing a pupil in a job. In a sense, job placement is the culmination of the vocational aspects of the guidance program. The need to organize the handling of placement of pupils in jobs was considered earlier in this chapter. Whether the job placement service is organized or not, counselors find that it is a time-consuming, yet rewarding, activity.

Four principles which should govern the organization of the job placement service will be considered in the remaining pages of this chapter. First, *the job placement service should be centralized to facilitate its work with employers and public employment services.* It is recognized in placement circles that many of the most effective referrals are developed through personal contact. This is sometimes used as an argument for a decentralization of placement functions. Under such a plan each member of the school staff accepts requests from employers and refers pupils to them. This is unfair to pupils, since those known to most teachers have the greatest chance of being referred to an employer. In

actual practice, the best qualified pupils are frequently not referred because they are unknown to the teacher. Or, in some cases, they are not referred because their names did not cross the teacher's mind at the time he was deciding whom to refer. A centralized job placement service eliminates these difficulties.

The centralization of job placement also facilitates the work with prospective employers. If their requests for job applicants are handled efficiently by a school, they will be more likely to direct their requests to the school. Since a centralized job placement service enables the school to recommend the best qualified pupils, the employer is likely to get better applicants. The higher the quality of the applicants, the more likely the employer is to continue asking the school to furnish them.

From the standpoint of the school which does not maintain a well-staffed placement service, the most important reason for centralizing the job placement service is the development of better working relations with public employment services. Only a few schools have the resources available to operate a job placement service for *all* its youth. The facilities of the public employment service can provide an excellent supplement to the job placement service in most schools. In fact, many schools pass the responsibility for job placement on to the public employment service. In this connection, a statement prepared jointly by the U.S. Employment Service and the U.S. Office of Education contains many points which should govern the relationships between local schools and public employment services. Pertinent sections of the statement are quoted in the following paragraphs.[4]

I. *Some basic considerations*

Almost 1.8 million young people enter the national labor market each year. Their vocational adjustment depends to a large extent upon the services provided by the schools and the State employment services. These two agencies should, therefore, serve these young people through reciprocal relationships which avoid both duplication and competition.

The strongest sanction for cooperation between the public schools and the employment services is the legal and moral obligation of each agency to promote vocational adjustment. This obligation includes assistance to workers and employers as well as the strengthening of the social and economic fabric of the whole community.

Because of their legal status, schools have broad responsibilities for those attending them. These responsibilities include both guidance services and training for employment. Frequently, these services involve contacts with young people for a period of time after they have left school. Schools interpret their guidance services to include a responsibility for making sure their graduates and leavers have placement and post-school counseling under suitable auspices.

The State employment offices are authorized by law to furnish placement and employment counseling services to "men, women, and juniors of employable age". They collect occupational and industrial information essential to employers, to prospective workers, and to the schools which train these workers. The success of employment services depends to a degree on establishing well-understood and cordial relationships with their clients as early as possible; that is, at or before school-leaving.

Relationships between school authorities and employment offices should be flexible enough to allow for variations which arise from available local facilities and interpretations of respective responsibilities.

Working relationships will be most effective when the school has an organized guidance program with personnel charged with the responsibility for carrying on its specialized activities, and when the employment office has available personnel to provide employment counseling and placement, including special services for young persons newly entering the labor market.

II. *Areas of service in which working relationships may prove helpful*

- *A.* Provision of occupational and labor market information for the use of counselors and teachers.
- *B.* Placement of school leavers about to enter the labor market, but who have no definite job plans.
- *C.* Placement in part-time or summer work.
- *D.* Cooperation on placement and development of opportunities for pupils on school-work programs.
- *E.* Forestalling untimely withdrawals from schools for job seeking purposes.
- *F.* Follow-up studies.
- *G.* Reciprocal training of school and employment office staffs in tools and procedures of common interest.
- *H.* Obtaining a better picture of the job seeker in terms of records and other data.
- *I.* Liaison with employers to learn their requirements.
- *J.* Compliance with legal and other regulations pertaining to working conditions.
- *K.* Familiarizing the public with the advantages of organized programs of placement and other vocational guidance functions.
- *L.* Obtaining public understanding and cooperation in the respective programs.
- *M.* Community surveys of occupational and industrial composition patterns and trends.
- *N.* Career conferences.

III. *Cooperative planning is most effective when*

- *A.* The school:
  1. Has a guidance program which maintains contact with pupils.
  2. Has an adequate program for collecting and interpreting data concerning individual students.
  3. Maintains cumulative records which include many data relevant to employability.

4. Has a person with both time and responsibility for cooperation with the Employment Service in joint activities.
5. Gathers and provides occupational information for use on an individual or group basis.
6. Supplies in-service training to its counseling and other staff with regard to tools and understandings relevant to vocational choice and employment.
7. Provides for adequate follow-up to determine outcomes of the guidance services and to assist in the further adjustment of individuals as needed.

B. The employment office:

1. Provides effective placement and employment counseling services.
2. Provides and constantly develops opportunities for employment in a wide range of job openings suitable for pupils about to enter the labor market.
3. Analyzes and provides information on types of jobs, trends of employment, and related occupational facts, local, state, and national.
4. Has certain tools, such as the General Aptitude Test Battery, the the Interest Check List, and similar resources which may be made available to schools.
5. Provides job referrals to out of area employment through its national labor clearance system.
6. Has personnel with time and responsibility to cooperate with the school.
7. Provides follow-up service to individuals counseled and placed.

IV. *Suggested elements in working relationships*

A. An understanding between the local school and the employment office as to separate responsibilities, joint responsibilties, and a plan of action to achieve maximum vocational adjustment for those entering the labor market.

B. The designation of specific persons to act as liaison for the school and for the employment office.

C. Methods which will implement the understandings reached by the two agencies.

D. Provisions facilitating the access of the employment office to pupils still in school who will eventually need its services, and of the school representative to the resources of the employment office.

E. The adoption of suitable forms and records to insure proper continuity of information about individual job seekers.

F. A plan for the development and exchange of community occupational and labor market information which takes cognizance of the resources and needs of both establishments.

G. Provisions for the in-service training of the respective staffs in the relevant practices of each establishment, utilizing the resources of both staffs.

H. Methods for handling the cases of individuals who present special or unusual problems.

I. Arrangements for executing any plans for joint research and study which may be made.

J. Provisions for exchange of information pertinent to the operation or modification of the working relationships.

Another principle which should govern organized job placement is that *the service should provide for placement of those who withdraw from school, as well as those graduated, and those desiring work experience with or without credit.*

This principle calls attention to the need for serving *all* the pupils in school. The pupil who leaves school before graduation seldom obtains the same quality of placement service as the graduate. Yet in many instances he is in greater need of help in finding a suitable job.

Placement in work experience is another service in which the guidance program should play a part. Just as pupils need assistance in finding their place in regular classroom subjects and extracurricular activities, so they need placement assistance in the work-experience program.

The third principle that *the job placement service must provide for the selection of the right person for the right job.* This is a cliche, and takes on meaning only when the practices which stem from it are considered. First, the selection of the right person demands that information about pupils be available to those doing placement work. The cumulative record or the summary form described earlier in this chapter can be used to make available the necessary information. Beyond these, few additional records and forms are necessary. The Mt. Clemens High School[12] operates a very successful placement service using only four forms in addition to the cumulative record. They are a student employment record (reproduced below), a referral card (shown on page 257), a record of placements, and a record of requests received from employers. The last two of these forms are simply cards with lines for listing

STUDENT EMPLOYMENT RECORD

Name_____ Address_____

Phone_____ Birthday_____ Grade in school_____

month day year

Father's name_____ Father's occupation_____

Mother's name_____ Mother's occupation_____

Type of work desired 1st choice_____ Part time_____

2d choice_____ Full time_____

3d choice_____

Experience_____

References

_____ _____

_____ _____

_____ _____

the desired information. The reverse of the Student Employment Record is used to list jobs to which the pupil has been referred. Thus the single card contains a synopsis of his employment. In the Mt. Clemens school this simple system enables the counselor to identify those pupils best qualified for jobs. It also furnishes records so that employers having certain kinds of jobs can be identified and pupils can be followed up after placement.

THIS WILL INTRODUCE

Name_____

To see_____

At_____

_____

Sent by_____

Placement Director

Mt. Clemens High School

The final principle is that the *job placement service must actively seek positions for which it has qualified applicants.* Stated another way, the school cannot fulfill its job placement responsibilities by sitting idly by waiting for employers to request applicants. It must organize its activities so that it assists all pupils, and not just those who happen to have the qualifications desired by employers calling the school on their own volition. The pupil who has only limited ability or a specialized skill frequently has a greater need for placement assistance than his more talented fellows. Unless the school wages an aggressive campaign to find him a job, he is not likely to be placed.

In Nebraska City, Nebraska,[8] the high school and the local employment service cooperated to help graduates as well as those pupils seeking only summer employment. The high school counselor referred pupils to the placement service where their applications were taken. From the data secured, descriptive statements such as the following were prepared, duplicated, and distributed to prospective employers by the employment office.

"Wants office or sales work. Age 17. Experience—part-time retail sales and some typing work. Training—2 years typing, 70 wpm; 1 year shorthand, 60 wpm.

Wants most any type of work for summer only—factory, selling, construction. Age 17. Weight, 180. Experience—retail sales, construction.

A somewhat similar project was undertaken by the Williamsport High School[6] in behalf of its graduates. An attractive brochure was prepared which briefly described the qualifications of each graduate. The brochure, distributed to prospective employers, contained these statements in its introduction.

This booklet was prepared to aid the business organization of our community in selecting future employees, and to help our graduates secure desirable positions. It contains basic information concerning each boy and girl, and indicates job interests, qualifications, and experience.

No personal references have been listed. However, if you desire any further information regarding any one of these students, we suggest that you contact the school. Many of these boys and girls have been in our schools for the entire twelve-year period. We believe we can give you a complete picture of each one's abilities, aptitudes, interests, scholarship, work habits, and personalities.

We hope you will keep this material near at hand and use it when vacancies occur in your organization.

The Columbus High School, Columbus, Nebraska,[9] in an active campaign to locate job openings, sent a questionnaire to employers in the community. The counselor reported that twenty-five pupils were placed in jobs discovered by this technique. The questionnaire also provided valuable occupational information for the school.

SUMMARY

This chapter has considered the guidance service of placement. The many aspects of placement were discussed under the headings "Placing Pupils within the School" and "Placing Pupils Who Leave the School." These headings are indicative of the role of the placement service in the school. Job placement is but one aspect of the total placement service. Assisting pupils in "taking the next step," whether it be a job, an extracurricular activity, or a mathematics class, is the responsibility of the placement service.

SELECTED READINGS

Humphreys, J. A., and A. E. Traxler, *Guidance Services*, Science Research, 1954.

"Helping Students Find Jobs" is the title of Chapter 13, which discusses job finding techniques as well as the organization of a placement program and the various placement services or agencies available to young people.

What reasons do these authors use to support their statement that job placement is an obligation of the school?

Under what conditions can a school utilize private agencies to supplement its placement service?

Lefever, D. W., A. M. Turrell, and H. I. Weitzel, *Principles and Techniques of Guidance*, Ronald, 1950.

The history, organization, and nature of placement services in Pasadena, California, schools are described on pages 526–543.

What roles do teachers have in the placement service?

Is the cooperation with the public employment service as complete as recommended in the statement reproduced in the preceding pages?

Reed, A. Y., *Occupational Placement: Its History, Philosophies, Procedures, and Educational Implications,* Cornell University Press, 1946.

This is one of the most comprehensive treatments of placement. While it deals only with job placement, many of the techniques described have pertinence to all placement activities. This classic in the field has a very definite guidance flavor. Highly recommended for those interested in studying placement activities.

Roeber, E. C., G. E. Smith, and C. E. Erickson, *Organization and Administraion of Guidance Services,* McGraw-Hill, 1955.

The first half of Chapter 9 discusses the organization of the placement service.

What values do you see in using the "Pupil Work-and-Training Survey"?

In a typical school, what findings would you expect from a survey of pupil extraclass activities?

What steps can you suggest to correct the situation your findings reveal?

SOURCES OF INFORMATION

Secured from Published Materials

1. Brickhouse, L. H., *The Apprenticeship Program in Arkansas as It Concerns the High School Vocational Guidance Program,* Occupational Information and Guidance Service Bulletin 35, Arkansas Department of Education, Division of Vocational Education, February, 1947, p. 4.
2. De Alton, E. L., and C. P. Froehlich *General Information on Private Vocational Schools Operated for Profit,* North Dakota Board for Vocational Education, Bulletin 14, February, 1942.
3. "Report Suggesting Procedures for Organizing a College Day," *The Guidance Point of View,* New York Association of Deans and Guidance Personnel, March, 1954.
4. Statement sponsored by the National Conference of State Supervisors of Employment Counseling at Atlantic City in March, 1950, and the National Conference of State Supervisors of Guidance Services and Counselor Trainers at Ames, Iowa, September, 1950, in cooperation with the Department of Labor, Bureau of Employment Security, U.S. Employment Service, and the U.S. Office of Education, Occupational Information and Guidance Service.

Secured from Schools

5. Dora Ames, Counselor, North Dartmouth Schools, North Dartmouth, Mass.
6. Catherine L. Beachley, Supervisor of Guidance, Washington County Board of Education, Hagerstown, Md.
7. O. C. Kubly, Counselor, Kiel High School, Kiel, Wis.

8. Mrs. Don McGaffey, Director of Guidance Services, Nebraska City Public Schools, Nebraska City, Neb.
9. Frank E. Milhollan, Director of Guidance Services, Columbus City Schools, Columbus, Neb.
10. Donald J. Nelson, Counselor, Herkimer High School, Herkimer, N.Y.
11. Everett Seaman, Director of Guidance, North Olmstead Schools, North Olmstead, Ohio.
12. Ruth Westover, Counselor, Mt. Clemens High School, Mt. Clemens, Mich.
13. Lindley L. Wieden, Director of Guidance, Springfield High School, Springfield, Vt.
14. Mrs. Horace Williamson, Counselor, El Dorado High School, El Dorado, Ark.
15. Mary Zabriski, Counselor, Bloomfield High School, Bloomfield, Conn.

12 TEACHERS AND THE GUIDANCE PROGRAM

ALMOST ALL RECENT DEVELOPMENTS in American education have placed new demands on the teacher's time. Each special phase requires assistance from the teacher. The health educators want teachers to observe and report on the physical well-being of their pupils. Those emphasizing extracurricular activities want the teacher to coordinate classroom with nonclassroom activities. Curriculum specialists look to teachers to integrate the learning experiences. It is no wonder that at the end of a hard day at school, a teacher remarks, "What time and energy do I have left for teaching? I spend all my time observing, reporting, coordinating, or integrating!"

The guidance program, like other educational innovations, needs help from the teacher in discharging its responsibility. But the relationship between the classroom teacher and the guidance program is a two-way street. In one direction the teacher aids the guidance program. In the other direction, the teacher is assisted by the guidance program in performing his primary function. It is impossible to tell who reaps the most benefit from this reciprocal relationship. The mutual benefits make it advantageous for both the guidance staff and the instructional staff to work hard to keep this relationship functioning smoothly. In this chapter, means and methods of facilitating a working relationship will be considered.

THE ROLE OF THE TEACHER IN THE GUIDANCE PROGRAM

In every school the classroom is the primary point of contact between the staff and the pupils. For most pupils, the classroom is the focal point of the school. Other school activities are recognized as important or interesting, but peripheral. Thus, the classroom teacher is, to

use a military phrase, the first line of defense. His immediate and continuing contact with pupils enables him to observe them more frequently and under a greater variety of conditions than other staff members. If his observations are accurate, he will be able to spot incipient maladjustments before they have a chance to become chronic or serious. In a previous chapter, observation and anecdotal records were discussed. Teachers who report their observations through anecdotal records are making a valuable contribution to the guidance program. But they can also gain valuable information about pupils in their classes by studying the anecdotes which the guidance staff has collected from other teachers. The guidance program contributes additional information through the cumulative record, which can be used to check the observations teachers make. Thus, in return for contributing fragmentary material about pupils, a teacher receives a mosaic of information.

"I just can't understand John. He's bright enough; he works hard, but he doesn't seem to grasp anything." "Mary is such an odd girl. Her cumulative record doesn't tell me much about her." "Walter is my problem child this year. I've tried everything, but it doesn't do any good. He's a case." These are typical of the comments teachers occasionally make about their pupils. In every teacher's experience, there are at least a few pupils whom the teacher does not understand. This is not a reflection on the teacher's ability. It is to be expected that certain pupils will present problems beyond the range of the teacher's experience in understanding them. Other pupils will resist attempts to understand them because they do not like or trust certain teachers. Their resistance may be the result of some imagined grievance, or be based upon trivial misunderstandings. In any event, teachers can count on finding a pupil or two whom they cannot understand. Hence, their attempts to help these pupils are largely trial and mostly error.

The guidance program offers help to teachers in understanding their pupils. First, it supplies information about the pupil. The cumulative record is the handiest vehicle for transmitting these data. Unfortunately, the professional preparation of many teachers does not include training in the interpretation of cumulative records. True, they can draw simple and obvious conclusions about pupil behavior. The more technical data (such as test scores) and the complex interrelationships among the data are not fully utilized. Such interpretation requires training beyond that possessed by the majority of teachers. When teachers have gone as far as their training and experience will permit, the counselor should be called into the picture. He, by virtue of his specialization, should be able to contribute to the teacher's understanding of the child. In a sense, he is the second line of defense. By accepting this role, the counselor does not preempt any of the classroom teacher's prerogatives. Rather,

he stands behind the teacher to offer support in understanding the child. This direct help to teachers is a contribution to the total educational program of the school. Teachers who know their pupils are able to provide meaningful learning experiences for them. In the same vein, the pupil who is understood is easier to teach. Hence, the guidance program can help lighten the teacher's load.

Not all pupil problems are to be solved by assisting teachers to understand the youth involved. The successful counseling of a particular pupil is dependent upon more than an understanding of him. Factors of time and setting for the counseling play an important part. Teachers usually are pressed for time. Devoting several periods to counseling with a single pupil is nearly impossible. Few places for private consultation are available to teachers in most schools. Hence, these physical limitations may prevent the teacher from being successful as a counselor. But of primary importance is the skill of the teacher in his role as counselor. No case is being made for confining counseling activities to highly trained technicians. Teachers have the right and the responsibility to counsel. But they must recognize the limits of their skill. They cannot be expected to counsel with all youth regardless of the intensity or type of problem presented. Thus, each school needs some means of providing counseling which the teachers, because of either physical limitations or inadequate skills, cannot supply.

A school should supply the counseling service needed to supplement that of the teachers. Ordinarily the school counselor is able to handle many of the problems which teachers cannot. He usually has more time than teachers have for counseling purposes. If the guidance program is well established in the school, a private place for counseling is available to him. To be worthy of the title "counselor," he must have had specialized training in counseling techniques. The counselor is, therefore, in a good position to accept referrals of pupils from teachers, and by so doing, he performs a real service to teachers in at least two respects. An example will help clarify the point. Peter was listless and inattentive in class. His presence in the room distracted other members of the class. His teacher was annoyed at being unable to hold his attention. He had difficulty in getting Peter to participate in the class activities. After unsuccessful attempts to fathom his behavior, the teacher referred him to the counselor. A result of the counseling was Peter's decision to withdraw from the class and enroll in a more appropriate subject. The teacher was aided in two ways. First, he was able to discharge his responsibility to a pupil whom he could not help by referring him to the counselor. Second, a situation was cleared up which had been personally annoying to the teacher and detrimental to the progress of the class.

The counselor cannot help all pupils who are referred to him. Just as teachers have their counseling limits, so do counselors. But the counselor has the responsibility of finding help for all pupils referred to him. By channeling pupils to the counselor, the teachers are relieved of the task of surveying the community for resources which these pupils can use. Locating persons or agencies to whom pupils can be referred is not always an easy task. In some cases, the school can make referral only after extensive preliminary arrangements. For example, in some states there are schools that are more than 100 miles from the nearest psychiatrist or psychologist. Obviously, under these circumstances, referring a pupil to such a person involves a whole series of arrangements. This example is an unusual instance, but it illustrates a condition which is present to some degree in every school. A knowledge of the resources, and conditions under which they can be used, is a prerequisite to making adequate referrals. Individual teachers do not have enough referrals to make it worth their effort to obtain such knowledge. But when the referrals are centralized in the counselor's hands, the number makes it profitable for him to locate and establish working relationships with those to whom pupils can be referred. Thus, a function which at best is an inefficient use of teacher time can be handled more efficiently by the counselor.

In summary, the teacher does have a role in the guidance program. This role, which has been stated in a general way in the preceding paragraphs, is specifically set forth, in *Tentative Ohio High School Standards for Guidance Services,* as having nine phases.[5]

1. Contribute to pupil cumulative records, assist in keeping them up to date, and utilize pupil data to obtain a thorough knowledge of every pupil as an aid in teaching, in conferring with parents, and in assisting individual pupils.
2. Within the limits of the teacher's qualifications, counsel individual pupils, or refer them to the counselor if such problems are complex or require time beyond that which the teacher has available.
3. Provide group activities which will contribute to pupil growth in areas of personal adjustment and wholesome social relationships.
4. Assist pupils in securing educational and occupational information, particularly in relation to the teacher's major fields of interest.
5. Confer with the counselor concerning pupils who give evidence of having special problems.
6. Demonstrate a genuine interest in each pupil as an individual by attempting to create an environment which is in harmony with the nature and needs of each pupil.
7. Utilize opportunities presented by classroom activities, co-curricular activities, clubs, and other group and individual contacts to achieve guidance objectives.

8. Work closely with the counselor in providing individual pupils with opportunities for success experiences or other activities which may be important to individual adjustment.

9. Serve on specific guidance assignments such as the orientation program, a follow-up study, the guidance committee, or an evaluation team.

THINKING IT THROUGH

From the above nine phases of the teacher role in the guidance program, select those which are especially pertinent to the following situation. For each of the phases you select, indicate specifically what you would do. Do not be satisfied with general statements; indicate precisely what actions you would take.

In the third week of school, John, a pupil with whom you, a teacher of English, have had few contacts, comes to your classroom after school and says, "May I talk to you?"

Your reply, Yes, won't you sit down?"

"Thanks," John replies. "I want to talk to you about my sister. She's in your class, you know. She says you taught her how to study and that I must learn to study, too. Otherwise I'll turn out to be a plumber like Dad. Sis and Mom think I should be a doctor. Do you think my sister is right?"

It may help you organize your thoughts if you complete the following chart. Each of the nine phases of the teacher's role in the guidance

Phase	What I Would Do
1. Contribute to record	I would prepare, in duplicate, a short written report of the incident for inclusion in both John's and his sister's cumulative records.
2. Counsel or refer	
3. Group activities	
4. Educational and occupational information	
5. Confer with counselor	
6. Create harmonious environment	
7. Utilize classroom for guidance objectives	
8. Work with counselor in providing success experiences	
9. Accept guidance assignment	Does not apply

program has been abbreviated in the left column. In the right column indicate what you would do if John had come to your classroom. You may find that some of the phases do not apply to the case presented. If so, indicate, as in phase 9, that it does not apply.

IN-SERVICE TRAINING FOR THE TEACHER

An examination of the foregoing list of a teacher's guidance duties indicates that he has responsibilities for which he needs specialized training. What should be included in this training? This question was asked by the faculty of the School of Education at the University of California. This faculty prepared the following list of guidance cempetencies and concepts which it felt should be included in the curriculum of all persons preparing for teaching in secondary schools.

Guidance Competencies and Concepts Needed by Teachers

I. Studying and understanding pupils
   - *A.* Teacher responsibilities for studying and understanding pupils
   - *B.* Techniques of studying pupils

II. Nature of pupil problems
   - *A.* Teacher responsibility for identifying and referring pupils who need specialized help
   - *B.* Recognition that a pupil's problem may be a function of many aspects of his personality and environment
   - *C.* Understanding "normal" behavior and development in order that atypical behavior and development may be recognized
   - *D.* Symptoms which indicate the need for referral of pupils
   - *E.* Symptoms which indicate the need for individual instruction, help in making better group adjustment, or assistance in overcoming unwholesome home influence or community conditions.

III. Helping pupils
   - *A.* Teacher responsibility for helping pupils make satisfactory adjustments
   - *B.* Recognition of limitations of teacher without specialized guidance training in helping pupils
   - *C.* Techniques of helping pupils

IV. Function of guidance program
   - *A.* Objectives of school guidance programs
   - *B.* Overview of guidance services in schools

It may be presumed that if the faculty had been concerned with elementary as well as secondary school teachers, the above list would not have been changed to any appreciable extent. All teachers need a basic minimum of guidance competence.

Unfortunately, many teachers do not have basic skills and under-

standings in guidance. Hence, schools must make it possible for teachers to secure training in guidance procedures after they are on the job. Since all teachers must have a minimum of guidance know-how to function effectively as members of the staff, the school head has a responsibility for helping them to acquire the necesary skills and understandings.

When teachers lack the qualifications essential to playing their role in the guidance functions of the school, the principal must ensure that the teacher is helped in two ways. First, sufficient help must be given the teacher directly to protect the interests of the pupils. Making it possible to refer pupils to the counselor is usually adequate protection. Second, the teacher must be given opportunities to acquire the training which he did not get in his period of preservice preparation. How such training can be provided in a school will be discussed in succeeding paragraphs.

Principles of In-service Training

In-service training is a learning experience, and its organization should be governed by the principles of learning. Too frequently these principles are violated. Consider this partial description of a typical faculty meeting in a school. Mr. Jones, the principal, told the teachers at noon he wanted them all to meet right after school, for he had decided to review a book on testing for them. As in the old game of "What's wrong with this picture?" violations of principles of learning can be identified from this description. First, Mr. Jones did not take steps to secure the interest of his teachers in the meeting. He simply told them. Second, he did not prepare teachers for the experience. They had no opportunity to prepare themselves for participation, since the meeting was called only a few hours beforehand. Third, he failed to take into account the factor of fatigue. A meeting right after school gives teachers no time to refresh themselves from the day's teaching. Fourth, his anouncement that "he was going to review a book" gives an indication that teachers would have little opportunity to participate in the program. Fifth, the description gives no indication that the meeting dealt with problems of concern to the faculty or with a topic consonant with their level of guidance training. It serves no purpose to continue finding fault with this hypothetical but typical situation. The point is that principles of learning are frequently—and needlessly—violated by those who plan in-service training.

The following list was freely adapted from Erickson and Smith,[2] who enumerated the principles which should govern the in-service training program:

1. The administration should assume the major responsibility for organizing and facilitating the in-service program.

2. The principal should show an interest in the program and participate in it to the fullest extent that his other duties will permit.

3. The program should start with the problems which the faculty consider important and of concern to it.

4. Training should begin at a point consistent with the faculty's present degree of guidance training.

5. The program should be built around the interests of the teachers.

6. Faculty members should participate in the planning of the in-service program.

7. Desirable as well as undesirable practices and activities now being carried on in the school should be considered by the trainees.

8. As much of the in-service training as possible should be held during the school day.

9. Theory should be applied to practices already in operation, so that the study of theory is more meaningful.

10. In so far as possible, the program should parallel the daily duties of the staff.

11. The program should provide for the continuous professional growth of teachers.

These principles should not be interpreted as implying that in-service training should be directed exclusively at specific problems and short-range procedures. While it may be true that teachers will evidence greater readiness for training which is concerned with their immediate situation or problems, the desirability of helping them acquire fundamental concepts and information should not be overlooked. An example of such training is a two-day workshop on the subject of mental health, which the Lockport Public Schools, Lockport, New York,[9] conducted. The schools were closed so that all teachers could attend the workshop, which was planned by a faculty committee at teacher levels and from all schools in the system. These major topics were considered: Let's Look at Ourselves, Let's Look at the Home, Let's Look at the Children. While these topics do not deal with guidance techniques specifically, it is clear that increased understanding in these areas would contribute in the long run to the teachers' effectiveness as guidance workers. Certainly, some in-service training is justifiable for the contribution it makes to the teachers' general understanding of human behavior and their roles in influencing its development.

Courses Offered by Colleges and Universities

Opportunities for in-service training are provided by many universities. Some institutions provide a greater number of guidance courses during summer sessions than during regular terms. Teachers and counselors should be encouraged to enroll in guidance classes when they attend

summer school. A few schools have developed plans for paying part of the expenses of teachers who take additional training during the summer. In others, while no direct payment is made for expenses, the teachers are compensated by a sliding salary scale which takes into account the amount of training they have obtained. In still others, teachers are given leaves of absence with partial salary while they take advanced training.

Usually teachers are encouraged to enroll in classes which are offered during the regular school year in the evening or on Saturday. If no college or university is near enough for teachers to take courses on its campus, it is frequently possible to have extension courses offered locally. Cooperative arrangements with nearby schools can secure a larger number of persons to enroll in the extension class, thereby reducing the financial burden for individual participants.

The courses offered by colleges and universities usually follow an outline of predetermined topics. At times, these are not geared to the interests and needs of teachers. When no appropriate courses are available, the workshop approach can sometimes be used.

The Local School Workshop

An in-service workshop provides an opportunity for participants to work on and study problems of concern to them. The freedom from a rigid series of topics which must be covered willy-nilly and the opportunity to share experiences with others are the greatest advantages of the workshop. It is possible to plan for a workshop to last a day, or to extend over several consecutive days, or to be organized on a once-a-week or once-a-month basis. Workshops can be held for teachers at a one-grade level or in a single school, or may include all teachers in the system. Because of its great flexibility, the workshop is particularly useful for in-service training during the regular school or the summer. A practice which is gaining favor is the summer workshop for teachers. Schools are paying their teachers for an extra week or two while they participate in a local workshop immediately after school dismisses in the spring, or before it commences in the fall. Since these workshops usually consider the total program of the school, guidance phases have an important part in the deliberations. Although the leader of the workshop is usually a member of the local staff, outsiders are frequently called in as consultants. The consultant serves as a resource person to help the workshop members locate material they need and to test the conclusions or plans they formulate. Most schools in all except a few states can turn to the state supervisor of guidance services for consultant services. Since services obtained from his office are free, even schools with limited budgets can have expert consultation. Many colleges and universities make reg-

ular faculty members available as consultants to local schools without charge. State supervisors of guidance services can assist schools in locating competent consultants.

The Ohio Education Association has described the following characteristics of a good workshop:[3]

A Good Workshop

1. It is concerned with the problems of the participants not the problems of the leaders.
2. It is one where the participants come prepared to participate.
3. It is one in which the leaders are prepared to carry out their function in an efficient yet democratic manner.
4. It is one that uses democratic discussion and leaders who can bring into the open the points of view of the participants.
5. It is one in which the groups are small yet kept informed of the activities of the other groups.
6. It is one that takes time to evaluate itself as it goes along and to improve its own procedures of working together.
7. It is one in which the final session commits itself to carrying out the conference decisions back in the classroom or practical school situation.

The Apprenticeship

Supervised practice of guidance techniques is considered by most counselor trainers as essential experience for those who wish to develop guidance competencies. The key to the training effectiveness of practice is the supervision. Mere practice without supervision is of unknown value. It is difficult for an inexperienced guidance worker to detect his own errors. Because this is true, it augurs the value of using apprenticeship situations for in-service training.

The Broad Ripple High School, Indianapolis, Indiana,[14] provides an "apprenticeship" for homeroom teachers. All new teachers are assigned to one of the experienced home-room teachers for at least a semester before they are placed in charge of a home room.

The Board of Education of Washington County, Maryland,[6] developed a plan in cooperation with the Maryland State Employment Service. All counselors in the county were released from their school duties one-half day per month for an entire school year to work in the local office of the state employment service. The program was planned to provide experience in employment-service operations, as well as information about the local labor market. As a culminating feature, each counselor selected a field of interest and prepared a booklet containing data on the job situation in Washington County. These two examples of apprenticeships for guidance service only serve to illustrate the nature

of the plan. The varieties of apprenticeships devised by other schools are myriad.

The Guidance Committee

The guidance committee can be an effective in-service training agent. Participation as a committee member can be a very effective training experience for some teachers. But the committee should not be so loaded with persons in need of guidance training that it cannot function effectively. Its primary function is to plan, and in some cases operate, the guidance program. Most of the committee members should be named for the contribution they can make to the work of the committee.

The guidance committee in the Menasha High School[12] planned a series of meetings for the faculty. Members of the committee volunteered to lead informal discussions on topics of professional interest at each meeting. The committee hectographed the following announcement and distributed a copy to each teacher. The majority of the faculty voluntarily attended each meeting of the committee.

Our guidance committee is one attempt at cooperative planning and in-service training. A "guidance-aware" faculty can function more effectively in aiding the growth of the whole child.

The following schedule of meetings indicates the probable trend of our activities. We are glad to have all faculty members attend:

September 19. What we are trying to do for the child: the philosophy of guidance

October 24. Individual counseling: the heart of guidance

November 14. The cumulative record: the more we know, the more we can help

December 12. Personality development

January 16. Tests: tools for the teacher

February 13. The case study

March 13. Educational planning

April 17. Vocational information

The Faculty Meeting

The faculty meeting has been widely used as an in-service training device. But the widespread use of this device gives no indication of its effectiveness. Cook and Full[1] surveyed faculty meetings in West Virginia schools. They established five standards which faculty meetings should meet. To judge how well each standard was being met, they obtained information concerning the practices of various schools. Their findings are summarized below.

Standard one. Faculty meetings should be concerned with teachers' professional needs and focused on problems in the immediate school

environment. In connection with standard one, they found that 48 per cent of the faculty meetings surveyed studied problems concerning subject matter; 14 per cent studied broad educational aims. In only 23 per cent did teachers participate in formulating problems for study.

Standard two. The faculty meetings must be concerned with broad developments and, at the same time, provide for professional needs of teachers. Cook and Full found that the problems studied concerned discipline in 47 per cent of the meetings, and only 8 per cent studied significant developments in education.

Standard three. The faculty meeting must be well planned. Assuming a relationship between quality planning and the amount of advance notice given a meeting, the following figures are significant. In 70 per cent of the meetings, advance notice of one week or less was given; 43 per cent of the meetings were announced not more than one day in advance. For 21 per cent of the meetings, notices were given on the day of the meeting. The opportunity for teachers to participate in the planning was found in only 10 per cent of the meetings, while in 58 per cent the principal made all the plans.

Standard four. Growth results from faculty meetings for which teachers have made careful preparation. The study revealed that less than thirty minutes was spent by teachers in preparation for 63 per cent of the meetings.

Standard five. Teachers should be encouraged to participate in faculty meetings. In 21 per cent of the meetings the discussion was chiefly by the principal, but in 61 per cent informal discussion methods were used.

The study by Cook and Full reveals the reasons for much of the criticism of, and antagonism toward, faculty meetings by teachers. It also points out the appalling frequency of violations of the principles of in-service training discussed earlier in this chapter.

THINKING IT THROUGH

Several methods of organizing an in-service training program have been described. Whichever method is used, the school must face the basic issue of how the content will be determined. This issue is pointed up in the following quotation:[4]

> Two points of view exist regarding the content of in-service education programs. One viewpoint holds that the program should be carefully planned to cover the topics thought to be essential. These programs are designed to meet needs as recognized by those who are planning the program. In contrast, there are those who criticize this method. They contend that needs felt by the planners of the program may not be those which are recognized by the teachers and others

for whom the program is planned. From their angle, needs which are not recognized by trainees cannot be used to build a successful training program. In this case, the topics to be considered during the training program are formulated by the group. Preplanning is limited to securing facilities and consultants and arranging other administrative matters.

Which plan do you favor? Why?

In both plans, it is necessary to define at least the general areas in which training will be provided. Here are some examples of questions around which a training program might be organized. Within the limits of these topics, local problems and conditions could be considered.

How can test results improve classroom teaching?

How can co-curricular activities be used for guidance purposes?

How can a school organize so that staff members have time for guidance duties?

What additional questions can you suggest which might be used to set the theme of an in-service training program?

List the specific topics which a school might consider during the course of a training program which sought to answer one of the questions you have suggested.

The Teachers' Manual

In a previous chapter the values of a student handbook were discussed. Similar values are found in a manual prepared for teachers. Teachers' manuals take a variety of forms, but are usually of two types: they either deal exclusively with guidance work or they cover many phases of the school's program. An example of the latter type is the manual prepared by the East Hampton Public Schools, East Hampton, Connecticut.[11] This manual, which was developed through faculty conferences, deals with guidance activities at all grade levels. An overview of the entire guidance program is given by the following sections of the manual: (1) General Section, Philosophy and Policy; (2) High School Section; (3) Elementary Section; (4) Testing Section; (5) Detailed Courses of Study; (6) Student Association Constitution; (7) Current replaceable material dealing with faculty meeting dates, school calendar, etc.

An unusual manual was published by the Tulsa Public Schools, Tulsa, Oklahoma.[13] In addition to the ordinary information describing the schools and setting forth school policies and regulations, this manual described the community in words and pictures. It contained numerous cartoons, graphs, and pictures which combined with an informally written text to make it good reading.

The main advantages of such manuals are that the guidance program is presented as an integral part of the school and all the materials are in one place, making it easier for teachers to use them.

The manual devoted exclusively to guidance work also has its advantages. Because it is a separate document, it tends to highlight guidance services. Moreover, a smaller manual is easier to revise than an extensive one. The teachers' guidance manual of the Aberdeen Public Schools, Aberdeen, Maryland,[8] is typical of this type. It is a twenty-four-page mimeographed booklet. The following outline of the manual gives a general indication of its content:

I. Introduction
  1. What Guidance Is
  2. The Need for Guidance
  3. Kinds of Guidance
II. Objectives
  1. General
  2. In the Elementary School
  3. In the Junior High School
  4. In the Senior High School
III. Division of Duties in Connection with the Program
  1. The Principal
  2. The Counselor and His Relationship to:
    a. The Program in General
    b. The Elementary and Junior High Schools
    c. The Senior High School
      (1) The Junior Class
      (2) The Senior Class
        (*a*) General
        (b) Those who intend to continue their education after graduation
        (*c*) Those who wish to secure a "job" or position after graduation
    d. The Parent-Teacher Association
    e. The Community
IV. The Pupils and the Guidance Program
V. The Layman and the Guidance Program
VI. The Teacher and the Guidance Program
VII. Guidance in the Elementary School
VIII. Guidance in the Seventh Grade
IX. Guidance in the Eighth Grade
X. Guidance in the Junior High School "Core" Program
XI. Guidance in the Senior High School Subjects
  1. English
  2. Science
  3. Home Economics
  4. Commercial Subjects
  5. Music
  6. The Library
  7. Physical Education

It is not enough to distribute a manual to teachers. Plans must be made to get them to read and use it. Making and executing such plans is an excellent project for the guidance committee. Best results will be obtained if the teachers can be persuaded to use the manual rather than required to use it.

Teachers' Guidance Bulletins

One of the principal objections to teachers' manuals is their bulk. They must be long documents to cover adequately the essential topics. Their size, however, is a deterrent to their use by teachers. Teachers are prone to postpone reading a long manual until they feel they have sufficient time. Further objections to comprehensive teachers' manuals are based on the high cost of publication, the extensive time required to prepare the manuscript, and the difficulty in keeping it current in all details without the undue expense of frequent reprintings of the whole manual. Because of these objections, some schools rely upon teachers' guidance bulletins.

These bulletins, which are usually one page or less in length, are easily prepared and inexpensively distributed. Since the reading time is short, most teachers will study them. Another factor favoring their use is the rapidity with which they can be prepared and distributed. Under these conditions, more timely information can be included in teachers' bulletins than in manuals.

The Menasha High School[12] issues teachers' bulletins periodically. The following bulletin was prepared by the counselor to inform teachers of the vocational interest group which each pupil had selected. It should be noted that although this was its major purpose, the counselor used the occasion to present a picture of some of the services of the guidance program for pupils.

Vocational Interest Groups

Because vocational adjustment is one phase of balanced living, Menasha High School plans a program based upon a reciprocal relationship of self-analysis and knowledge of vocations. This may or may not involve choice of a specific vocation, but it does include a recognition of a possible general area of vocational choice. (1) Throughout our series of individual conferences, we are helping the individual to harmonize abilities, interests, aptitudes, and personality with job fields, their requirements, and opportunities. (2) In our classes we are calling attention to the many kinds of work which can develop from interest and training in that subject. We also note the personality traits that make for success or failure of the different people we meet in our subject matter. (3) By means of our anecdotal records, we are recording special talents or interests which we observe in class and extracurricular activities

which may have vocational implications. (4) Our library, with its displays and the guidance reading room, offers reliable, up-to-date information. (5) Various aptitude tests and interest inventories combined with other information assist us in helping the individual better to know himself. This listing of vocational interest groups will facilitate our handling of extra material especially adapted to a specific job field: movies and filmstrips, interviews, speakers, and tours. It should also help us to urge the student to maintain the kind of school record suitable to the field which he has chosen.

Following this paragraph, all the pupils were listed according to the vocational interest groups to which they belonged. When a specific occupational choice had been made, it was shown in parentheses after the pupil's name.

Bulletins are also being used to call to the attention of teachers the services of the guidance program, as well as to remind them of certain basic facts of human behavior. A bulletin issued by the Ogden Public Schools, Ogden, Utah,[10] illustrates this use.

To All Teachers

Through the guidance services you may help students understand themselves better, and help them formulate worthwhile goals toward which they will direct themselves. In so doing, your job of teaching will become more successful because the learning will be from greater motivation on the part of a greater number of students; your job will also be more enjoyable because it is fun to teach happy students; and happy students are generally those who feel they are accomplishing something worthwhile.

Counseling is not a cure-all or quick remedy for all ills. Quick results are not usually obtained, nor should they be expected. However, research in the field of psychology will substantiate the statement that "early treatment of small problems may prevent the later development of severe maladjustments."

Your part in the guidance program is a large and very important one because of your constant contact with the students. Your alert attention and sensitive awareness to the behavior patterns of the students you meet daily, and your early referral of these students to the counselor, will be greatly appreciated.

The following list of symptoms may be used as a guide to indicate which students should be referred to the counselor. This is not a complete list, but it can be used as a guide in making early referrals.

Symptoms Indicating Referral

1. Frequent absence or tardiness
2. Indifference or boredom
3. Isolation from group
4. Excessive timidity
5. Acute sensitivity

6. Moody, sulky nature
7. Show-off attitude
8. Over-rationalization and excuse making
9. Complaints of ill-feeling or lack of energy
10. Overly domineering or quarrelsome attitude
11. Continuous disinterest in things going on
12. Untidyness or poorly dressed condition
13. Uncleanliness
14. Habitual disrespect or bad manners
15. Habitual destructiveness or vandalism
16. Reading or speaking of foul or obscene things
17. Untruthfulness (habitual)
18. Obvious fears, distrusts, or enmities
19. Nervous agitation or worry
20. Chronic dissatisfaction or destructive criticism
21. Excessive talk or questioning on irrelevant things
22. Continuous inability to understand or comprehend
23. Habitual idleness or daydreaming
24. Unusually unsocial or antisocial behavior
25. Underachievement ("A" student doing "C" or "D" work)
26. Any unusual, persistent behavior pattern

Teacher Referrals

One of the most productive opportunities for in-service training arises when the teacher refers a pupil to the counselor. To make it a learning experience for the teacher, the counselor should provide for the teacher's participation in helping the pupil make a more satisfactory adjustment. The counselor must avoid giving the impression that he has "taken over the case" and that the teacher need no longer be concerned about the pupil. Rather, he should strive to keep the teacher involved by (1) securing as much information from the teacher as possible, (2) sharing with the teacher information he gains from other sources, (3) discussing with the teacher the dynamics of the pupil's adjustment and the reasons why the counselor employs certain methods and procedures while working with the pupil, and (4) whenever possible, provide opportunities for the teacher to assist the pupil directly by varying classroom procedures, interviews, or other more informal contacts. If the counselor is able to get the teacher to think along with him while he makes plans for assisting the pupil, the teacher will have an excellent opportunity to appreciate more fully the dynamics of human behavior as well as the counseling process.

One way of getting initial participation in counseling by teachers who refer pupils, is to ask them to complete a referral blank. The variety of questions which can be included on such blanks is endless. The Great Neck High School, Great Neck, New York,[15] has the following six on its blank:

1. What quality of work is this pupil doing in your class?
2. What is this pupil's attitude in class?
3. Do you think this pupil is working up to ability?
4. Does this pupil hand in all assigned work?
5. Does this pupil stay for after-school make-up?
6. Other comments:

Similar questions are included on the referral form used in Burke High School, Charleston, South Carolina:[7]

1. State in detail the problem for which this child is being referred.
2. Are the parents or guardian aware of this problem? What attitude do they take in regard to it?
3. Have you had a chance to visit the home? Do you plan to do so in regard to this particular case?
4. Is this child's school work satisfactory?
5. State any comments you wish to make in regard to the parents, the home or other possible factors which should be given consideration in this case.
6. What specific help would you like to have the counselor do in regard to this case?
7. State here any other comments that you would like to make.

THINKING IT THROUGH

Some schools have derived brief check lists for teachers instead of questionnaires like those described. They have done so in the belief that teachers prefer to check appropriate items rather than write out answers to questions. If a check list is skillfully constructed it will (1) suggest possible causes of behavior, (2) indicate information desired about a pupil, and (3) point up things which a teacher might have done before referring the pupil.

Try to construct such a check list. After you have prepared your list, have several persons use it.

What suggestions do they have for improving it?

Did it call to their attention causes of behavior, pupil information, or courses of action which they had overlooked?

The Teachers' Professional Library

Few things can contribute as much to the success of an in-service training program as an adequate library of professional books. Yet, rarely does one find an adequate professional library for teachers.

Those charged with the administration of the in-service training program will do well to concentrate on the establishment of a minimum library. State supervisors of guidance services can be consulted for recommendations regarding books to be purchased. A minimum library

could be built by securing a copy of each of the publications listed in the "Selected Readings" section at the end of each chapter of this book.

Financing the purchase of books is ordinarily not an insurmountable problem even if the school's budget does not provide for it. One school interested the parent-teachers association in establishing and maintaining a professional library. In addition to books of interest only to the teacher, a number were purchased because of their usefulness for parents. In another school the teachers decided to contribute $2 each to a book fund every year. Over a period of years the books purchased from this fund enabled the school to boast of having a better professional library than the county superintendent's office had.

Of course, the value of a professional library does not lie in mere possession of the books. They must be read. In one school, the teachers' guidance bulletin carries interest-catching announcements of books in the library. A brief summary by a staff member of a new book at each faculty meeting has a double-edged benefit. It benefits the staff member who prepares the review, as well as those who hear it. A principal in a Middle Western school makes it a practice to post provocative quotations from new books on the teachers' bulletin board. The number of devices for securing teachers' use of the professional library is limited only by the ingenuity of the person in charge of the program.

The Case Conference

The case conference is a cooperative case study. It is a conference devoted to the intensive study of an individual pupil by teachers and other staff members concerned with his optimum development. It has as its purpose the gaining of an understanding of the pupil in order to make recommendations which will bring about better adjustment of the person being studied. But, in addition to fulfilling this purpose, it can be an effective medium of in-service training.

The case-study approach has innumerable variations. Each person reporting cases seems to prefer his own outline. The outlines do, however, have many points in common. The main reason for using an outline is to present major facts about the pupil and his environment in an orderly fashion. As long as this is accomplished, there is no merit in debating the relative advantages of various approaches to case studies.

At the beginning of the conference, the person in charge of presenting the case is given the floor. He presents all the significant data gathered about the pupil being studied. If all persons participating in the conference are not skillful in interpreting the data, this person may point out the meaning of certain of the data. For example, a pupil may rank at the 76th percentile of incoming high school freshmen on a clerical aptitude test. Many teachers would not understand the full sig-

nificance of such information unless given some explanation. At times, it may even be necessary to explain the means by which the information was gathered, such as describing the clerical aptitude test. When these didactic asides are included in the case conference, its value as in-service training is enhanced.

After the initial presentation, the members of the conference add what information they have. For example, a classroom teacher may indicate that the test results do not jibe with her impression of the pupil. Another may report several instances of atypical behavior by the pupil. Little by little a comprehensive picture of the pupil is pieced together. The conference is then ready to proceed to the next phase—that of analyzing the data to discover causes of behavior. Here the group draws upon its collective experience and training in understanding human behavior. The opportunity which a case conference provides for this pooling of knowledge accounts in large measure for the emergence of penetrating insights into the pupil's behavior. The law of group dynamics that the quality of the thinking of a group can surpass that of any individual member is illustrated well by case conferences. From the standpoint of in-service training, the opportunity for the less skilled to have their ideas evaluated by the more skilled members of the group makes the case conference a desirable procedure.

Once the conference has gone beyond the listing of symptoms and has identified the causes of behavior, it is ready to consider ways the pupil might be helped to make a better adjustment. At this point, teachers who are participating in the case conference should be given an opportunity to suggest ways in which they might help the pupil. In so far as these suggestions are consonant with acceptable guidance practices, teachers should be encouraged to follow through on them. This will result in the teachers' effective participation in the guidance program—the purpose of in-service training in guidance work. Experience has shown, however, that beginning conferences should not deal with pupils who present a complex array of problems. These cases are too difficult for inexperienced teachers to handle effectively. Consequently, their failure tends to make them resentful of the case-conference technique.

This discussion of the case conference has admittedly glossed over many of the small, but important, details. Counselors will do well to plan the first few case conferences carefully, so that they run smoothly and appear to be worthwhile to teachers.

Evaluating the In-service Training Program

The guidance in-service training program must be constantly evaluated, for only through evaluation can it be determined whether or not

the program is meeting the needs of the school. As in all evaluation, criteria by which the program can be checked must be formulated. The ultimate criterion of a program's success is whether or not the training has improved guidance services in the school. The final evaluation of in-service training must therefore wait for an evaluation of the guidance program before and after training. This is not feasible in most schools. Consequently, some intermediate evaluation procedures have been devised. A committee composed of state supervisors of guidance services and counselor trainers recognized this when they prepared the following statement:[4]

Although periodical evaluation and analysis of the growth of the total guidance program is recommended as the only means for determining the ultimate effectiveness of an in-service training program, a number of more direct inquiries can well be made as the basis for more immediate evaluation of in-service education in guidance. Any complete evaluation should consider not only the growth of the guidance program but also the effectiveness of the training techniques employed. The following questions are suggestive of the type which should be considered as a basis for determining effectiveness of training methods and techniques and, at the same time, giving some indication of the results in terms of improvement of the school guidance program:

1. How many subjects covered by in-service training have become successful additions to the guidance program? What are they?
2. How many specific services have been improved by in-service training? What are they? Describe improvements.
3. *a.* How many participated in the in-service training program? School staff? Non-school staff? Show breakdown for various training units.
   b. Was attendance regular?
   c. What was the mortality? Number started? Number completed?
   d. What was the group participation? How many accepted specific continuing responsibilities in the program?
4. Is the in-service training program continuing? By popular demand?
5. Are any staff members attending or planning to enroll in special guidance classes? Who? What classes?
6. Has interest and participation in professional guidance activities or organizations grown? To what extent?
7. Is there evidence of change in the staff's philosophy of education? Describe:
   a. More interest in problems of individuals
   b. More interest in adapting subject matter to pupil needs
   c. More interest in curriculum revision and expansion
   d. Other
8. Is there increased voluntary reading of professional guidance literature by staff members?
9. Is there a voiced need for further expansion of guidance services? For additional specialized guidance personnel? Explain.

In addition, it has frequently been found profitable to secure the opin-

ion of the trainees with respect to the value they feel they have derived from an in-service training program—or from some specific element of the program. Simple questionnaires, which may be unsigned, can readily be developed to secure trainee opinion on specific elements of the program. Items which can be covered by such a technique include satisfaction with program content and presentation, extent to which training has been (or will be) put to practical use, suggestions for changes in content or method, problems left unanswered or needing further clarification, recommendations for additional training, suggestions for following up training with individual assistance in initiating new activities, and so on. Questionnaires to secure trainee opinion should be developed with specific reference to the objectives, content, and methods of the training activity being evaluated.

No single means of evaluating the in-service training program is recommended. The best test of the training program is the improvement of the services in which training was given, as indicated by comparison of a program evaluation made before training with one made a sufficient length of time subsequent to training to permit results of training to be observed. There is need for further development of tools of measuring the effect of guidance services on the pupils involved—to determine whether the services offered are meeting needs and reducing adjustment problems.

Other suggestions included will give a quicker but less adequate evaluation of the results of the program. They may, however, prove more valuable for the purpose of analyzing the revising training practices and techniques.

SUMMARY

This chapter has considered the role of the teacher in the guidance program. It was pointed out that, while the teacher has a contribution to make to the program, guidance, in turn, assists him in a variety of ways.

The guidance competencies and concepts which every teacher should have were listed. It was recognized that many teachers would need additional training on the job. Several methods of providing in-service education were considered. The guidance program has a responsibility for providing this education and for evaluating its effectiveness.

SELECTED READINGS

Arbuckle, D., *Teacher Counseling*, Addison-Wesley, 1950.

The non-directive point of view is applied to counseling and to classroom practices by the author of this book. Chapter 4 is a sketch of the "traditional" teacher in action. The "new" teacher is described in Chapter 5.

In what ways are the "traditional" and "new" teachers alike?

What are the major differences between them?

Which of the nine phases of a teacher's guidance responsibilities described earlier in this chapter are also included in Arbuckle's Chapter 5?

Roeber, E. C., G. E. Smith, and C. E. Erickson, *Organization and Administration of Guidance Services,* McGraw-Hill, 1955.

Chapter 4 is especially recommended for reading in connection with the present chapter of this text. It deals with the selection, training, and certification of guidance workers.

What similarities do you find between the list of qualifications for a counselor (pages 55–57) and the list of guidance competencies and concepts developed at the University of California?

What are the characteristics of readiness? What is the role of attitudes in it?

Do you agree with the authors' insistence that teachers of personal adjustment classes need qualifications beyond the ordinary teaching certificate?

Warters, J., *High School Personnel Work Today,* McGraw-Hill, 1956.

Chapter 13 of this book is particularly pertinent to the topic of the role of teachers in the guidance program. It points out that "to provide a consistent and unified personnel program that functions effectively, the efforts of all personnel workers must be properly coordinated."

How does Warters propose coordinating the teacher's guidance activities with the rest of the program?

What proposals does Warters make for improving the competence of staff members?

SOURCES OF INFORMATION

Secured from Published Materials

1. Cook, K. A., and H. Full, "Is the School Faculty Meeting Significant in Promoting Professional Growth?" *The School Review,* November, 1948, pp. 519–524.
2. Erickson, C. E., and G. E. Smith, *Organization and Administration of Guidance Services,* McGraw-Hill Book Company, Inc., New York, 1947, p. 212.
3. *How to Organize an In-service Workshop,* Ohio Education Association, Columbus, Ohio.
4. *In-service Preparation for Guidance Duties,* U.S. Office of Education, Misc. 3314-7A, Washington, 1950.
5. Odgers, J., *Tentative Ohio High School Standards for Guidance Services,* State Department of Education, Columbus, Ohio, June, 1954, p. 6.
6. *Washington County Guidance Counselor In-service Training Program,* Board of Education, Hagerstown, Md., 1951–1952.

Secured from Schools

7. M. A. Broadnax, Guidance Director, Burke High School, Charleston, S.C.
8. William K. Cumming, Counselor, Aberdeen School, Aberdeen, Md.
9. Thomas J. Downey, Coordinator of Pupil Personnel Services, Lockport Public Schools, Lockport, N.Y.

10. Glenn Eklund, Counselor, Ogden Public Schools, Ogden, Utah.
11. Everett A. McDonald, Superintendent of Schools, East Hampton, Conn.
12. Bernice Miller, Counselor, Menasha High School, Menasha, Wisc.
13. Pauline Perry, Counselor, Will Rogers High School, Tulsa, Okla.
14. B. L. Stonecipher, Director of Counseling, Broad Ripple High School, Indianapolis.
15. C. Everett Woodman, Chief Counselor, Great Neck High School, Great Neck, N.Y.

13 THE GUIDANCE PROGRAM AND THE CURRICULUM*

THUS FAR IN THIS BOOK the guidance program has been presented as a service to individuals. The services to pupils that were described included those rendered to them individually and in groups. These group and individual services were viewed as complementary to each other. In addition to serving pupils, it has been pointed out, the guidance program provides assistance to teachers by helping them better to understand the members of their classes, and by offering training in guidance techniques. These indirect services complement those rendered directly to pupils—their end result being better adjustment of the school to pupils and pupils to school and life.

In this chapter attention is turned to another indirect service. This is the service of the guidance program in curriculum planning. Unfortunately, few schools have utilized the guidance program in curriculum matters. Hence, instead of describing current activities, as in earlier chapters, it is necessary to draw upon the writings of curriculum and guidance leaders to develop the thesis that the guidance program should assist in building the curriculum.

Traditionally, the emphasis in guidance work has been upon adjustment of the individual. In schools the mission has been to help pupils make the best choice of subjects from the existing curriculum. Although the needs of some pupils are poorly served by the offerings of the school, the guidance program has value because it produced the best possible fit of the pupil to the curriculum. The emphasis that this approach to guidance work places upon the pupil's making best use of his opportunities is commendable. However, "One cannot help but view

* The author acknowledges his indebtedness to William E. Barkman, a member of a class he taught at The George Washington University, for his help in the preparation of this chapter by doing extensive library research and preparing a term paper on the topic.

with alarm and decry the present situation." The objective of guidance work should not be solely a one-way proposition of the pupil adjusting to the school. This chapter will indicate the possibilities of using the knowledge and training of guidance personnel and the results of their efforts in another direction—toward making and improving the curriculum itself.

WHAT IS THE CURRICULUM?

At this point it is important that "curriculum" be defined. The Michigan concept states:[12]

The real curriculum of the school is the total scope of learning experiences which go in that school and community.

Lefever agrees with this idea:[8]

The curriculum is nothing less than the sum total of all student experiences, formal or informal, which take place both within and without the classroom walls.

The yearbook of the Association for Supervision and Curriculum Development entitled *Guidance in the Curriculum* states:[2]

The authors of this yearbook conceive of the school curriculum as comprising all of the opportunities for learning which the school provides for children and young people to meet their varying needs. These opportunities relate to much more than the course of study. Just as the selection of text and reference material is part of curriculum planning, so are arrangements for a properly run program of extra-class activities, plans for the choice and display of foods to be served in the cafeteria, and decisions about such things as grading system, promotion policies, the height of the bubblers and the intramural sports activities. This planning results in a certain range of opportunities available to boys and girls if and when these become appropriate for the children or young people. These opportunities from which learning experiences accrue constitute the school curriculum.

Wiley admits the importance of this concept, but says:[14]

Nevertheless, the arrangement of subjects or the organization of instructional materials which may be followed more or less closely by a particular group of pupils is unquestionably the major opportunity which is offered to the high school pupil for his growth and development.

From a guidance standpoint the curriculum is viewed as the *planned* learning experiences provided by the school. Certainly it must be recognized that children learn from all their experiences, and not just from those in the classroom. Moreover, in Chapter 11 it was pointed out that extracurricular activities provide learning experiences

which, for certain pupils, are more appropriate than those available in regular classes of the school. The emphasis is placed upon planned activities, not to contradict those who speak of the curriculum as the sum total of all pupil experiences, but rather to point up the fact that the guidance program can assist in the planning. While guidance workers find no fault with the all-inclusive definitions of curriculum, such as Lefever's, they recognize, as does Wiley, that most planned opportunities for learning are centered in the classroom. Wiley's point is well taken because it emphasizes the need for organizing the curriculum so that it can be administered efficiently.

MEETING PUPILS' NEEDS

The curriculum of the school must meet the needs of the pupils. In Chapter 1, the "imperative needs of youth" were cited. This and similar formulations of needs have their place in setting the objectives of the school. In a sense, they set the boundaries of school activities. This is an important contribution, because in every community the services from which youth could profit are of such a wide variety that it is impossible for the school to provide all of them. Thus, the school must select those for which it takes the primary responsibility to provide. But once the general areas of school service are accepted, the needs of individual pupils which fall in these areas must be identified and met. A review of some of the considerations which must be taken into account by the curriculum maker will suggest ways in which the guidance program may be used.

Caswell outlined the trend:[3]

> Too many efforts at program development in the high school have been academic and sterile because they have ignored students. . . . The faculties of individual schools should give intensive and continuing study to the youth in the communities they serve. Nothing is more effective in showing the necessity for change in the traditional high school program than to follow individual boys and girls through their school careers and to analyze the contribution which the school has made in participation in community activities, recreational interests, home membership, understanding, and interest in current social issues, personal relationships, and the like.

Errors in curriculum making are mentioned by Wood:[15]

> We have in the past emphasized "the objectives of the school," and have tried to attain them by making mass prescriptions called curricula and standards, and by enforcing them with all the direct and indirect means of coercion available to the schools "within the law." The traditional defense of the prescriptive curriculum is that "children must be socialized." There are certainly many ele-

ments common to the abilities, interests, and needs of most if not all our children, but this defense has never made it clear just how prescribed courses which regularly "flunk" from 10 to 40 per cent of the pupil "socialize" them, particularly when the great majority of those who "pass" the courses rarely have occasion to use their gleanings from such courses in later life. Experience has shown that many of the prescribed courses are beyond the intellectual capacity of large fractions of the school population, alien to the interests of a larger fraction, and irrelevant to the life needs of a still larger fraction.

The same writer cites the classic reply of a certain college dean:[15] "If you want an education, you should take the program you have outlined; if you want a degree, you must take these required courses, which are admittedly irrelevant to your purposes; but you cannot get both an education and a degree from this college."

Lefever says:[9]

Without waiting for the educational millenium, it should be possible to formulate objectives of a secondary curriculum which would meet the more serious problems of the day. These objectives are likely to be the specific things that reasonable and articulate parents would wish the secondary school to do for their children.

These desirable things are listed by Mackenzie and Parker:[11]

For adolescents we want opportunities for the successful handling of adolescent tasks: (1) discovering a place in life and clarifying a philosophy of living, (2) establishing satisfying peer relations, (3) achieving independence from family, and (4) adjusting to physical growth and changes.

THINKING IT THROUGH

Refer to the "imperative needs of youth" which were listed in Chapter 1. Visit a school or select one with whose program you are well acquainted. List each of the "imperative needs," and opposite, indicate how the curriculum is meeting this need. Do not be surprised if you find that some needs receive a great deal of attention and others get very little.

CRITERIA FOR A SATISFACTORY CURRICULUM

Three criteria for the curriculum are given in the Michigan plan:[12]

The instructional program of our secondary schools should be geared to the needs of youth; it should meet the recurring demands of our social order; and it should be developed in harmony with the best that is known of the learning process.

An acceptable curriculum must give evidence of satisfying these three criteria. In the paragraphs which follow, the application of the criteria will be considered.

In the Michigan bulletin the "imperative needs of youth" with which the first criterion is concerned are classified and exemplified thus:[13]

Common needs. This variation in individual ability has sometimes caused us to overlook the fact that all youth have certain basic needs in common. They will all become citizens; they will nearly all found homes and raise families, they will all earn a living and buy groceries, clothes, cosmetics, insurance; they must all meet and try to get along with other people; they all yearn to lead happy, rich, personal lives, and they all have the responsibility of voting and working for community betterment. . . .

Special needs. Besides these general needs there are particular or special needs and interests which apply to individuals or to smaller selected groups. For example, John will go to engineering school and wants to major in mathematics and science. Susan is skillful at writing and wants to develop that skill further. Marian is inclined toward dramatics, Peter plays the trombone, Bill is determined to become a better farmer than his father. Not only must the school meet the general or common needs of youth, but it must also provide for the specialized or individual needs of each boy and girl.

The curriculum should meet both the *common* and *special needs* of young people. Ordinarily, the common needs are readily identifiable and can be planned for in advance. Such plans usually take the form of "curriculum guides" or "courses of study." The special needs are met in two ways: (1) these needs for some pupils are satisfied by selecting certain courses for study or assignment to various sections or groups and (2) other special needs are cared for by the teacher. The yearbook *Guidance in the Curriculum*[2] points out the common needs for which the curriculum is

. . . planned prior to the teacher's acquaintance with the individual children who should profit from it [and] must be continuously replanned with reference to the needs of each child and to his special pattern of strengths and weaknesses.

The teacher is acting in his *guidance* capacity when he attempts to learn about the various social, emotional, physical and intellectual factors in the personality of a child which makes him what he is, and when he uses this growing background of understanding to adjust both the content and the methods of his teaching to harmonize with the child's level of readiness. He is performing his role as an *instructor* when, through understanding each pupil, he finds particular ways in which the child's interest may be kindled and his cooperation gained for learning the things which society demands. Thus the teacher who guides as he teaches has a greater chance of finding a congenial reception for that which he is attempting to teach . . . the chances

are that each child will actually learn better the academic work which we typically associate with the instructional program.

In the classroom we can observe the intimate relationship between guidance and the curriculum. The fact that the teacher has both a guidance role and an instructional role should obscure neither basic differences between guidance and the curriculum nor the dovetailing which is essential for either to be fully effective. The difference and relationships which do and should exist within the classroom extend to personnel in the school having specialized guidance or curriculum functions. These will be considered in the next section.

The second of the three criteria listed in the Michigan plan indicates that the large problems of curriculum organization and adolescent adjustment are clearly connected with the activities of the community and the world at large by stating that the instructional program "should meet the recurring demands of our social order." It is difficult to identify many of these demands, and yet others are extremely obvious. Our society demands as a minimum that all be able to read ballots and highway signs, to understand oral directions, to count money, and with understanding to sign income tax reports. Some persons will experience much more complicated societal pressures. Physicians, for example, are expected to continue their study independently in order to keep abreast of latest advances in medical research. Statesmen are required to make many value judgments. Beyond those competencies which are expected of all, the school has the difficult task of discovering the needs of individuals. Here the guidance program can make a significant contribution because it deals with individuals and should be able to pass on information about their strength and weaknesses, as well as their needs and desires, to curriculum makers. Translating this information into needed learning experiences must, however, be done by the instructional staff. With present techniques, evaluation of the effectiveness of a curriculum planned in the light of information supplied by the guidance program will be difficult. As Spaulding points out:[3]

The academic curriculum as a whole rests its claim to the general value on faith that it will be effective, and not on any pragmatic testing of its outcomes. Even the vocational curricula, which have been derived from more straightforward scrutiny of pupils' out-of-school needs, have not been consistently sensitive to those needs. Vocational schools obviously ought not to overtrain certain pupils and undertrain others; they ought not to prepare pupils for jobs which are not merely lacking at present but unlikely to materialize in the future; they ought not to educate boys and girls in such a way as to make them resistant to normal occupational changes. Any curriculum, vocational or general, which is to make a maximum contribution to young people's social com-

petence must be continuously sensitive to social needs and must change as those needs change.

THINKING IT THROUGH

In the Michigan document, it was pointed out that the curriculum should (1) meet the needs of youth, (2) prepare youth for the recurring demands of society, and (3) be developed in harmony with the best that is known in the learning process. The first and second of these points have been discussed in the preceding paragraphs.

To help you think about the third point, select one of the major topics in either the Worcester or New Haven courses described in Chapter 7. For this topic, complete the following chart.

A Necessary Consideration in Providing a Good Learning Experience	How to Accomplish	Contribution of Guidance Program
Instruction must be geared to the readiness of pupils		
The mental ability of pupils must be taken into account		
Pupils must be motivated.		
When pupils make an adequate response it must be reinforced.		
Pupils must have some means of evaluating the adequacy of their responses.		

Can you suggest additional conditions which should be provided to facilitate learning? How can these conditions be provided? What contribution can the guidance program make?

If you are unable to complete this chart, leave it until you have read the rest of the chapter, and then come back to it.

COOPERATION BETWEEN GUIDANCE AND CURRICULUM PERSONNEL

According to Koos and Kefauver:[7] "Curriculum-making and guidance must take cognizance of each other, but *the work of the curriculum-maker is not guidance.* Curriculum-makers will need to have at hand all necessary information concerning the nature of the student-body, this information presumably being supplied by the guidance workers. They will also map out, with the aid of the guidance workers, exploratory courses and courses in vocational information." This statement was written in 1932 by these frontier thinkers in the guidance field. And yet

today, how few guidance workers and curriculum makers are working cooperatively to improve their schools' offerings.

The worker in the guidance field is particularly fitted to assist the curriculum maker because of (1) his relationship to the individual pupil, (2) his relationship to the entire educational program of the school, and (3) the sources of information which he has at his disposal.

The Counselor Understands Individual Pupils

Few persons in the school know more about individual pupils than the counselor. His work demands that he develop a relationship of sympathy and trust with the pupils. In addition to acquiring information directly from the pupil, the counselor taps a variety of sources for data which give him understanding. In his relationships with the pupil, the counselor is able to gain insight into the meaning of these data. This intimate knowledge of pupils can be used by the curriculum makers. And the counselor can supply it in such a way that he does not violate the confidences pupils have entrusted to him. An example will clarify the point. Instead of assuming that pupils have certain reactions to the curriculum, the assumptions can be checked against the counselor's knowledge of pupils' beliefs, as was done in one school. The proportion of pupils enrolling in home economics courses decreased each year over a five-year period. When a curriculum committee appointed by the new principal studied enrollments, they noted this gradual but consistent decline. At first they thought it might be due to adverse reaction to the home economics teacher. But the home economics teacher was very popular with pupils, and so this possibility was ruled out. The counselor provided the key. In his interviews with pupils, he found that a stigma was attached to home economics. Many undercurrents in the school and community were at work. In one interview the counselor learned that the former principal had told one pupil, "Why, you shouldn't register for home economics. You're too bright for that. Chemistry will do you more good in college." He also reported resistance to the home economics classes "because all the country girls took it," and they were not well accepted by the city girls who had gone to school together for a number of years. Armed with this knowledge, the curriculum committee undertook a twofold campaign: (1) to interpret the value of home economics to the pupils and (2) to bring about a greater understanding between pupils living in town and those coming by bus from the surrounding territory.

The counselor will probably be the first to discover any overlapping or duplication in the program of studies. Also, he will note the gaps in the curriculum for which the pupils require either formal classes or extracurricular activities. As it is the function of the counselor to help

the pupil to plan not only his immediate schedule of subjects but also his long-term program, the counselor must study the offerings of the lower school or grade from which the pupil comes as well as those of the school or college for which he is preparing. Thus, the problem of integration becomes one of immediate concern.

The counselor should be called upon to summarize his observations of the curriculum at regular intervals. Such a practice will tend to make counselors sensitive to the need for making these observations. The first reports may not be very helpful to those planning the curriculum, but as the counselor gains experience in making such observations, they will be a valuable aid.

The Counselor Has Many Sources of Information

A variety of information is required to build a curriculum which meets the needs of the pupils. In the preceding paragraphs the value was seen of two kinds of information which the counselor can contribute. Both of these were based on the counselor's ability to make and report significant observations. More objective data are also available from the guidance program. These data can be used effectively by curriculum makers.

Evaluative Criteria lists the following services which can make a contribution to curriculum development:[5]

1. A study of the social and economic characteristics of the community.
2. A careful, continuous study of what pupils leaving or graduating from the school do and where they go.
3. A careful study of the social and economic changes in both the local and broader society in their relation to changes in educational theory.
4. A study of courses of study of other schools.
5. A study of curriculum materials in educational literature.
6. Carefully conducted and evaluated classroom experimentation in the local school or in other schools.
7. A study of pupil interests and plans.
8. Demands by the public for a change.

The close parallel between these services which are available to the curriculum maker and those used in the work of guidance indicates great possibilities for the use of the counselor as an adviser in curriculum construction. Sources of information available from the guidance program are:

Cumulative and other personnel records, from which the counselor may study pupil progress, health problems, occupational choices, and similar problems.

Interviews with pupils, to study desires and motives, and to get the pupils' ideas as to needed changes in the school's offerings.

Objective tests of ability, achievement, and aptitude, as a basis for counseling in the election of courses of study, and for the discovery of cases of maladjustment.

Interviews with parents, in order to gain an insight into the pupil's background, and to discover his vocational and educational needs; to interpret the curriculum to the parent, and, if necessary, to attempt to reconcile any conflict between the parents' ambition for the child and the child's ability as shown by tests.

Studies of occupations, in order to determine necessary qualifications and educational preparation.

Contacts with local employers, to discover the availability of jobs, to assist in placement of graduates and dropouts, to learn what the employer wants in a worker, and after the pupil has been employed, to determine what success he has achieved.

Study of courses offered by other schools and colleges, to effect articulation, and to discover such items as prerequisites, entrance requirements, courses offered, accreditation.

Follow-up studies, both vocational and educational, to learn why pupils leave school before graduation, or to evaluate the results of the work of the school in training for life.

Community surveys, to learn the needs of the local community, to enlist support for the school, to discover community facilities which may supplement the school curriculum.

The chapter "Research and Evaluation" will discuss methods for summarizing the data accumulated from these sources by the guidance program to make them most useful to curriculum builders.

THINKING IT THROUGH

A new counselor who had only eighth-grade pupils tabulated certain information found in the cumulative records of his counselees. Here are his findings:

1. Five per cent had IQs below 80.
2. One per cent had IQs over 130.
3. Fifty per cent were achieving at or above the average for grade 8 as measured by standardized achievement tests in paragraph meaning, word meaning, spelling, and arithmetic reasoning and computation.
4. Three per cent had poor vision (that is, 20/100 or worse in both eyes).
5. One per cent had been referred to a psychiatric clinic at some point of their school career.
6. Twenty per cent said they needed more information about sex.
7. Ninety per cent came from middle-class homes of white parents.

8. Fifteen per cent claimed to have made an occupational choice.
9. Seventy per cent said they were going to college.
10. Forty-seven per cent of the boys and girls indicated that they were concerned about losing or gaining weight.

If you were the counselor, which of these data would you feel obliged to forward to the curriculum makers?

Assume that, after passing the information along, you were asked to meet with the curriculum committee. What implications of the data would you point out?

USING THE DATA FROM THE GUIDANCE PROGRAM IN CURRICULUM CONSTRUCTION

Some practical examples will indicate how the data collected by the guidance program can be used to assist in building the curriculum.

The guidance program of Jay High School[17] checked the records of some of the graduates. It was discovered that very few of them had continued their education in institutions of higher learning. Many of the pupils were found to have accepted employment in the community. Some had very good positions, others mediocre ones, and still others were working in routine jobs with very little future. From the data collected by the guidance staff and others, the following statements were prepared for presentation to the faculty and the pupils.

1. Less than 4 per cent of our graduates have furthered their education beyond the high school level.
2. Sixty per cent of the student body were enrolled in the commercial course, while local industry was in need of skilled workers.
3. We do not have a vocational course designed to meet post-high-school needs of boys in the high school.
4. The present senior class included only 40 per cent of the group starting out together as freshmen.
5. Former pupils contacted in a spot survey had remained in unskilled employment and common labor.
6. Local industry was not receiving a fair share of local labor qualified to assume responsibility.
7. A lack of understanding existed within the student body concerning the integral part local industry had in the life of the community.
8. There was progressive exclusion by local industry of pupils without a high school education.

The faculty, after considering these findings, decided that "if the majority of the students must confine their education to high school, it was the place of the school to make it possible for these students to get the most from their high school years." After exploring the program with

pupils and businessmen in the community, it was decided to offer cooperative work study to the seniors. This work-experience program gives evidence of more adequately meeting the needs of pupils than did the school's previous offerings. In this school the guidance program provided information which was used to plan a more effective curriculum.

Jacobson and Reavis describe the preparation of a general science course:[6]

> From a sampling of the mental abilities of the pupils enrolled it was found that the average mental age was two years below the chronological age. Data on reading revealed ability on the part of pupils ranging from grades 4.3 to 14.4. (This was a high school. . . .) A questionnaire to the pupils showed that three-quarters of the parents were foreign born and possessed a meager educational background. Sixty-eight per cent of the homes were stove heated. . . . Cleanliness was a habit which these pupils had not acquired or were unable to practice at home, since running water was not available to many of them. Information was also secured from social workers, truant officers, and the counselor of girls about living conditions, food, clothing, and other factors in the homes which would be of help in adapting a course in general science to the needs of the pupils. From a consideration of the facts which were collected it seemed clear that instruction concerning food, clothing, and personal hygiene was more important than a study of transportation and communication. Heating, ventilating, and proper lighting, as well as the causes, prevention, and cure of disease, were more important for these children than astronomy, weather forecasting, or electric motors.

These examples of the guidance program's contribution to the curriculum represent practices approved by at least a few guidance leaders. Admittedly, comparatively little mention is made in the literature, but the following quotations indicate that some attention is being given to this phase of the work.

Lefever, in listing the duties of the head counselor, includes "responsibility for the inauguration of curricular changes."[10] Under "nonguidance administrative duties," Cox mentions "membership on a city curriculum committee."[4] Wood states: "There is no way of meeting the needs of individual pupils without first ascertaining what those needs are. Thus curriculum making and individual guidance are inseparable."[15] Allen says: "Curriculum research must be based upon the investigations of the counselor, and when revision occurs, it must be administered by the counselor."[1]

It is regrettable that the practices found in many schools are not consonant with the opinions expressed by these writers. Barkman, in an unpublished study of a city school system, concluded "that the possibilities have not been considered, or certainly not used to the fullest extent." In his report he says:[5]

A series of brief interviews with administrators and counselors indicate a failure to grasp the significance of this relationship between guidance and curriculum making except in certain isolated instances as mentioned above. A head of a department, just completing a revision in the course of study, on being questioned, said: "It might have been a good idea to have had a counselor as a member of the curriculum committee." Another head of department indicated that a recent revision of the course was accomplished by subject specialists only, and that the guidance department had not been consulted, nor had a counselor been requested to serve. The officer in charge of curriculum revision, on being questioned on the machinery for the coordination of guidance and curriculum making, stated that the guidance department had not made any studies available, nor had they been requested to do so. There is an informal tie-in, however, in regular meetings of the heads of all departments, including that of guidance, in which all have an opportunity to study the work of each.

Unfortunately, the conditions disclosed in Barkman's study are typical of those in many schools. The situation could be changed if guidance workers fully accepted their responsibility in building the curriculum, and aggressively sought opportunities to cooperate with curriculum makers.

THE GUIDANCE PROGRAM AND GUIDANCE INFORMATION

Earlier in this book, particularly in Chapters 7 and 8, it was pointed out that the guidance program was responsible for getting certain information across to pupils. Successful counseling depends on counselees having a background of knowledge adequate to their needs. At times it is necessary to supply this background during the course of counseling. Such a procedure is very expensive of counseling time. It is unnecessary when the information is needed by any appreciable number of pupils. In this event, units or courses are introduced into the curriculum. Examples of such units, some of which were described previously are Everyday Psychology, Understanding One's Health, Family Living, or Mental Health. The content ordinarily included in such units is of potential value for most pupils. Hence, the guidance worker has a strong argument for placing responsibility for teaching it upon the instructional staff of the school. If he is unable to do so, the guidance program must carry this instructional load because it is fundamental to many guidance services, especially counseling.

THINKING IT THROUGH

It may help you to think through the import of this chapter if you prepare answers to the following questions.

What approach to a philosophy of education is implied?

By implication, what philosophy of curriculum building is set forth?

How can a school discover whether or not the curriculum is meeting the needs of youth?

SUMMARY

This chapter stressed a single theme: The guidance program should make a contribution to the school by assisting in curriculum development. The curriculum was viewed as being all the planned learning experiences that the school provides for its pupils. It should satisfy both the common and special needs of the pupils, as well as the recurring demands of the social order. An adequate curriculum must also take into account what is known about the learning process.

Guidance workers are particularly fitted to aid the curriculum makers because they understand individual pupils, they see the over-all educational program, and they have at their disposal many data having implications for the curriculum. Unfortunately, too many schools have not fully utilized the services of the guidance program in building a curriculum which meets the needs of their pupils.

SELECTED READINGS

Lefever, D. W., A. M. Turrell, and H. I. Weitzel, *Principles and Techniques of Guidance,* Ronald Press, 1950.

In 1941, when the original edition of this book was published, it was the only text for an introductory guidance course that contained a chapter on guidance and the curriculum. This monumental chapter, which was revised in 1950, is essential reading for all who are interested in the relationship of the guidance program to the total educational program. After reading Chapter 4, consider these questions.

What are the specific points at which vocational guidance and curriculum impinge on each other?

How do these authors characterize the curriculum of the future?

What is meant by the phrase "education as guidance"?

McDaniel, H. B., and G. A. Shaftel, *Guidance in the Modern School,* Dryden Press, 1956.

The three functions of a guidance program identified by these authors are "adjustive," "distributive," and "adaptive." Chapters 13 and 14, respectively, deal with "adapting the school to students' needs" and "applying individual-inventory data to the instructional program." These two chapters are particularly pertinent to a consideration of the relationships between the guidance program and the curriculum.

What are the two major kinds of data which guidance workers should collect to assist the school in adapting the instructional program to student needs?

How does the point of view of a teacher affect classroom atmosphere? How can the guidance program contribute to a favorable atmosphere?

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15. Wood, B. D., "The Major Strategy of Guidance," *Educational Record,* vol. 15, no. 4, October, 1934, p. 439.
16. *Ibid.,* p. 394.

Secured from Schools

17. Neil V. Sullivan, Principal, Jay High School, Jay, Me.

14 PUBLIC RELATIONS AND THE GUIDANCE PROGRAM

GRANDMOTHER FREQUENTLY SAID, "If you don't toot your own horn, no one will do it for you." She used this phrase to express her belief in the importance of telling others about one's good works. Public relations specialists agree with grandmother as far as she went, but there is more to public relations than "tooting one's own horn," albeit this is an important phase. From the point of view of the school, the public relations program has three objectives, which may be stated in three words: *understanding, sympathy,* and *participation.**

The first objective, that of bringing about an *understanding* of the school's activities, is roughly comparable to grandmother's idea. But it goes further. Like good teaching, it is more than mere telling. The principles of learning are as applicable to this phase of the school program as they are to classroom activities.

One of the important aspects of creating an understanding is to enable the public to determine whether or not it wants the kind of activities the school has. The author believes that many communities would take vigorous action to supplement the school's resources if the limitations placed on the school by lack of adequate staff and facilities were known. The public relations program should assist the public in understanding as fully as possible the true nature of the school's activities. It should not try to sugarcoat the facts or to conceal the weaknesses by publicizing only the strengths. An understanding of the school is prerequisite to the next two objectives, but it is not the whole show.

Public relations should also create attitudes favorable to the school. The president of the local taxpayers' league may understand the high costs of adequate public schooling, and at the same time be unsympa-

* The author acknowledges his indebtedness to Dr. James Harold Fox, Dean of the School of Education, George Washington University, for this classification of objectives.

thetic to the need for a bond issue or a higher tax rate. Thus, to this understanding, the public relations workers try to add *sympathy* for the school. This is the second objective of the public relations program. In this case, sympathy is used in its sense of "being in favor of or in accord with," and not to mean "we give the school our condolences."

The first two objectives are accepted by a relatively larger number of educators than the third, which is to secure *participation* in school activities. Perhaps some of those who disagree with this objective are stumbling over a semantic block. What is meant by participation? It does not mean that the person must come to the school or attend a committee meeting, although at times these are excellent signs of the result of good public relations. Rather, it means that the person has an understanding of and sympathy for the school and is, at least, psychologically, ready to participate in activities which benefit the school. Participation for Mrs. Cormany may be saying a good word for the school at Ladies' Aid; for Dr. Grice, the chairmanship of a campaign for a new bond issue; for Mrs. Worth, a visit to the school to confer about her daughter; for Mrs. Grout, inviting a teacher to dinner; or for Mr. Stewart, sharing with the counselor his real concerns about his son's behavior.

THINKING IT THROUGH

If you were the director of guidance for a school system which was introducing a comprehensive plan of achievement testing, what objectives would you set for your public relations program?

How would you implement these objectives for parents? for pupils? for teachers?

RESPONSIBILITIES OF THE GUIDANCE PROGRAM

Now that the objectives of the school's public relations program have been determined, what is the relationship between the public relations and the guidance programs of the school? The relationship has two distinct aspects. First, as a service to the administration of the school, the guidance program assists in the interpretation of the school as a whole. It also reports to the administration weaknesses in the public relations program which it discovers as a by-product of its regular activities. This duality of responsibility too frequently has gone unrecognized by guidance workers. Second, the guidance program engages in public relations in its own behalf. The two aspects will be considered in greater detail in subsequent paragraphs.

In many schools, the counselor makes a follow-up study of high school graduates. When the tabulations are completed, an article is writ-

ten for the local newspaper. Unfortunately, these articles have sometimes stressed the fact that the *counselor* made a study rather than the more important fact that the *school* is interested enough in its graduates to follow them after graduation. Some have reported that the *guidance staff* keeps a record of pupils, rather than pointing out that the *school* utilizes the findings of follow-up to evaluate its activities. Clearly, a greater gain is made if the school as an entity achieves good relations with the public than if the guidance program or other single phase of the school strives for independent recognition. Therefore, it is the responsibility of the guidance program to utilize every opportunity to improve the public relations of the total school.

On the other hand, there are times when the guidance program must develop public relations in its own right. Usually these occasions arise in connection with activities specific to the guidance program. The distinction can be illustrated by reference to testing procedures. Standardized achievement testing may be under the direction of the counselor. The results of these tests are used by other school staff members as much as, if not more than, by the counselor. The public relations activities in connection with achievement testing would, therefore, build toward acceptance of the testing as a function of the school. The special aptitude test results, however, are used almost exclusively for guidance purposes, usually only by the counselor. Since special aptitude tests are reasonably specific to the guidance program, public relations activities in their behalf might emphasize this relationship to the guidance program.

There are times when the guidance staff must conduct an aggressive public relations campaign in its own behalf. Take, for example, the introduction of private interviews with the counselor. Naturally, teachers and pupils are going to wonder what takes place in these interviews. Pupils will wonder why they are being called into the office, or what to say if they go voluntarily. Teachers, too, will have questions about the happenings in the counselor's office. Before the interviews are started, the guidance staff will want their purpose generally understood and accepted. As in the case of many guidance practices, public relations activities should precede the introduction of the interviews. It is important that the public relations program continue to build support for many of the guidance activities.

AREAS OF PUBLIC RELATIONS

As stated before, the public relations program has three well-defined objectives: to bring about understanding, to create sympathy, and to secure participation. This raises the natural question, "Whom

does the school want to understand it?" Or stated in more generalized terms, "To whom are the public relations efforts of the school directed?" The answer is fourfold.

In the commercial world, the saying "The customer is always right" is the butt of many jokes. But the essential element, that the customer must be satisfied, is recognized in the thought that "The best advertising is a satisfied customer." Commercial concerns frequently meet a customer's unreasonable demands simply to keep him satisfied. They realize that the eventual success of their enterprise depends upon the customer's attitudes. The attitudes of the school's customers, the pupils, also determine its success. Nothing is more frustrating in a classroom than a pupil who "just doesn't care." The "don't care" attitude at times appears to be an impregnable armor which pupils wear. Many of the activities of the school contribute to the opinion that is held about it. In the final analysis, all contacts between the pupil and the school bear upon the pupil's attitude. Thus, these contacts might be considered a part of the public relations program, and they can be a valuable part if they help the pupil understand, be sympathetic to, and participate in the activities offered.

Second, the parents of the school children must be reached. In addition to their role as citizens in the community, parents affect the participation of their children in school. If Mary's parents are critical of the school, she is less likely to appreciate it than if they approve of the school activities. Because Paul's parents will participate in the work of the school by coming for frequent conferences with his teachers, the school can serve Paul better. The attitude of the home toward the school is an important determinant of the child's attitude. The public relations program should seek to create a favorable attitude in both the parent and the child. This leads to the third group of persons to whom public relations should be directed.

The persons in the community in which the school is located, by their votes, determine the resources that are made available to the school. In many ways, some less direct, they influence the total activities of the school. Hence, from the school's point of view, the citizens of the community are legitimate targets for public relations.

Finally, the public relations program of the school must be directed toward the staff members. The Armed Forces devote many man-hours and dollars to programs of orientation and morale building. The object of this effort is not just "to keep the boys happy." These programs reflect an awareness of the increased productivity of understanding, sympathetic, and participating soldiers, sailors, and airmen. Schools must realize that it is not enough to hire a teacher and put him in a classroom. He must be convinced that his task is important and rewarding. Persons who are

dissatisfied with the school and their lot in it are not likely to be effective teachers. Consequently, the school has a real stake in helping teachers understand and accept their role in the work of the school.

In summary, the public relations program should be directed toward helping pupils, parents, the community, and teachers understand, be sympathetic to, and participate in the school's activities. This concept of public relations is established excellently by the article entitled "School Facts—How They Help Us," which is quoted from *Facts,* a publication of the Spring Township School District.[18] This bulletin was prepared for use by staff members of the school. In addition to the article cited, the bulletin contained a wide variety of articles on such topics as tax rates, money obtained from the state, and the school-age population.

School Facts—How They Help Us

Do you know the answers when someone asks you about the schools?

Can you give in the blink of an eye our school tax rate? Our real estate valuation? How much money is spent for our schools each year? Why we teach algebra? Or agriculture?

As members of a good school system we're expected to know the answers. At least, the public thinks we should—and shouldn't we?

This booklet has many of the answers needed to tell the people about our schools. Let's put it to good use.

And when we do—that's good public relations.

This idea called Public Relations is very important to a school like ours.

You have heard many discussions of the subject before.

Now let's get right down to cases.

What is good Public Relations?

Is it lip service? Is it trying to convince by word of mouth that our school system is a fine organization?

Or from another angle—

Is it helping an old lady across a busy intersection?

Is it giving a blind man a hand down the street?

Or running after some old gentleman's hat on a windy day?

In other words—is it a matter of doing special stunts to try to make an impression?

The answer is—No!

Before we go on, let's keep the record straight.

We don't mean for a minute that we should not help that old lady across the street—

Any decent, respectable citizen would.

We don't mean that we should not chase the old gentleman's hat.

Or that we should not give that cripple a lift—

Anybody with humanity in his soul would do these things.

But—if we must depend exclusively on such activities to secure good Public Relations—

Then we're in a sorry way.

Public Relations is not a conscious thing which can be put in a bin with a label.

It isn't something that can be ladled out with a spoon and fed to the public.

Public Relations is an *effect.*

It is a result.

Bad Public Relations is a result of doing a bad school job.

Good Public Relations is a result of doing a good school job.

It's as simple as arithmetic—Good Service = Good Public Relations.

When anyone who works for the schools goes into a home—he can't *talk* people into being friendly to the school system.

While he is there, he is the school to that patron.

What he says and how he says it is the important thing.

He ought to have a rough knowledge of the business to be able to answer questions which may be asked.

Or—if he doesn't know the answer, he must have enough confidence in the school he is working for to assure the questioner.

That there are no secrets in our business.

That the answer to every question is available to any inquirer.

That this is a public institution and that the public is entitled to know how the business is being run.

The same thing holds true when a customer comes into a business office.

Public Relations is not kept under the counter or in a desk drawer for use when it is needed.

All we need to think about is a good school job.

That means an honest, complete, and satisfactory piece of work.

If we have done that we have also done the best Public Relations job possible.

Again let's repeat:

We can't talk good Public Relations; we must do our school job in such a way that good Public Relations will be a by-product—a by-product that is as important as a good school job.

And we must have that by-product coming out of every contact.

How about the girl at our office desks? Or the custodian or cafeteria worker?

These folks have tremendous opportunities for promoting good Public Relations.

By talking about it? Again—No!

Their opportunity comes out of prompt answers—and accurate, efficient operating.

Yes, these jobs must be done efficiently so that a by-product will be good Public Relations.

We must constantly keep our eyes open to the effects which are coming out of our school jobs.

When the effect is a complaint, we have an opportunity to find out something.

We can find out whether there is some practice which needs to be changed—

Or whether someone in the organization has made a slip—

Or whether one of us may need additional training or information—

Or whether some procedure ought to be changed.

So we study the effect of our school work—to the end that, in so far as humanly possible, the people who come to us with questions are completely satisfied.

We believe that we have an obligation to the public over and above our school work.

We believe that we ought to let them know what are our aims.

What are our educational objectives.

That we ought to tell them about the policies under which we operate.

To keep them informed of the state of the business.

Now we believe that we should accept such opportunities as come to us *as an organization* to explain these things which people want to know or ought to know about *the business*.

There are organizations which are constantly looking for speakers and other program material.

When they come to the school, we should be ready to offer our services. We have interesting material. Health—scholastic—athletic—social.

We have motion pictures.

Then there is another way to keep the public informed of the schools.

We can bring the people into our buildings and show them how we operate.

Never does that fail to interest people.

Now, there are many of us folks. We all, fundamentally, like to be connected with a good school system.

Forget the educational angle for a minute.

Just think of our personal contacts.

To the people we meet outside the schools, we are the SCHOOLS.

Did you ever gather with any group of friends where the schools failed to come up for mention?

There is a very natural curiosity about this school business.

It is big—it is complex—it touches people in many ways.

And so it is a "natural" for group conversation.

No, we can't laugh off this subject of Public Relations.

It's deadly serious.

It's what every merchant must think about if he is to be lastingly successful.

If you, the reader, owned a business personally—you'd give some heavy thought as to how your customers felt about your service.

It's just that serious to your school.

It's just plain old-fashioned common sense that the *people we serve must be so served that they like the way they are being served.*

That's all there is to Public Relations.

THINKING IT THROUGH

Analyze the foregoing quotation in order to answer the following questions:

What is good public relations?

Why does the writer make the statement, "There are no secrets in our business"?

What specific public relations activities does the writer suggest?

The essence of the implications of this long quotation for the guidance program is stated in a report of the Public Relations Committee of the Conference of Guidance Supervisors and Counselors Organizations:[7]

We believe that the best way of acquainting the public with the activities of the guidance program is to operate a guidance program which meets the needs of pupils, parents, teachers, and the community. If such a program is in operation it will act as its own publicity agent to a considerable extent and will incite more people to avail themselves of the services. On the other hand, the finest formal publicity program will not promote the services if the guidance program is substandard. The best publicity is a good program.

Reaching the Pupils

The lengthy quotation from the Spring Township school bulletin in this chapter stressed the point that all the contacts between the school and others had public relations implications. This is true particularly in the case of pupils. If most of the pupil's dealings with the school are unpleasant or unsatisfactory from his point of view, special public relations activities are not likely to change his opinion of the school. The point is basic to this and the succeeding sections of the chapter. The working relationships between the school and the public must be satisfactory if the public relations program is to be effective. Applying this principle to the guidance program indicates the need for first providing satisfactory guidance services.

COUNSELING SERVICES

Have you used them?

WHAT ARE YOUR PROBLEMS?

DO YOU HAVE PERSONAL AND SOCIAL PROBLEMS?

Are you concerned about making and keeping friends?

Do you get along well with your teachers?

Do home problems exist for you?

DO YOU HAVE PROBLEMS ABOUT YOUR SCHOOL SUBJECTS?

Do you have good study habits?

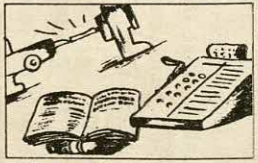
Do you plan to go to college?

Have you chosen the courses you will need later?

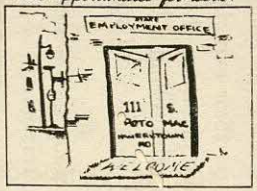
DO YOU NEED HELP IN CHOOSING YOUR LIFE WORK?

Do you know what you really like to do and what things you can do best?

Do you know if you need more education or more training for the job?



Do you know about unions, apprenticeships and opportunities for work?



Rossi puts a slightly different slant on this principle. In describing the public relations program of Barratt Junior High School, he writes that the school believes "that pupils are their most important public relations agents."[6] This school realizes that pupils go into the majority of the homes of the community. The message that they carry with them is based on their experience in the school. If school is a happy, profitable, pleasant place for them, that is what they report. But over and above making the school a satisfactory place from the pupils' point of view, the school should give special attention to its public relations program for pupils.

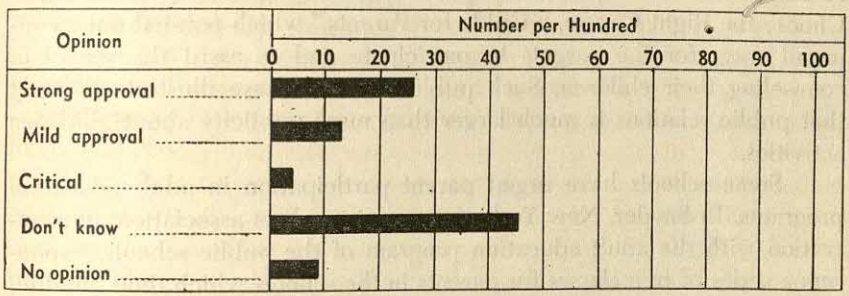
Many of the activities of the guidance program lend themselves to public relations. The objectives of the orientation service overlap those of the public relations program—both help the pupil understand the school better. Occasionally, during an interview, the counselor will discover a pupil who does not appreciate the school. Frequently the counseling process will give the pupil a new understanding of the school, and consequently a greater appreciation for it. At times, the tests administered by the school will reveal strengths unknown to the pupil himself. If the counselor helps him capitalize on these strengths, it will win his continued sympathy and participation. The guidance activities of the school have numerous public relations implications. The counselor should neither overlook them nor trust that they alone will constitute an adequate public relations program.

There are numerous pupils who might be unaware of the guidance program if it were not brought to their attention. Others know so little about it that they hesitate to consult a counselor because they see no relationship beween their problems and his activities. The counselors of Washington County, Maryland,[8] prepared a brochure, reproduced on pages 308–309, to call pupils' attention to the kinds of help counselors were prepared to give. The Watertown High School, Watertown, Massachusetts,[9] publishes a "Guidance and Career News" and a "Counselor's Newsletter" for distribution to pupils. Both of these, as do similar publications in other schools, contain occupational and educational information, in addition to articles designed to acquaint pupils with activities and services of the guidance program. Other schools, such as the West Tallahatchie High School, Webb, Mississippi,[13] make use of bulletin-board displays to portray the guidance services available to pupils. It was pointed out earlier that a description of the guidance program is frequently included in the handbook distributed to all pupils.

Reaching the Parents

It cannot be assumed that parents will understand and appreciate the guidance program if it confines its activities to providing satisfactory

services. In a public-opinion poll conducted by the Denver schools, it was found that 45 per cent of the parents were uninformed about the excellent guidance services provided by this school system. The results of this poll, showing other reactions of parents, are illustrated in the graph below.[3] The fact is noteworthy that as many parents did not know about the program as expressed attitudes favorable to it.



Similar findings were reported by Eells, who studied parents' opinion in 200 secondary schools. He found that of all the services of the school, the guidance program was endorsed by the smallest percentage of parents.[4] The findings from the Denver study clearly point up the need to plan for the involvement of parents in the guidance program.

Robinson, in discussing public relations and the parent-teachers association, wrote that "the 'P' stands for both fathers and mothers and frequently some grandparents and aunts and uncles, rather than mothers only."[5] He makes a valid point. Far too many public relations programs reach only the mothers—and only a few of them, at that. The Upper Adams School District, Biglerville, Pennsylvania,[17] took steps to reach both parents in one phase of its public relations program. A "Handbook for Parents" was prepared. This 4- by 5-inch, twenty-five page booklet discusses such topics as the school calendar, transportation, promotion policy, medical and dental inspection, and the school budget. The guidance program is described in these words:

> The school wants to render a service to each pupil. It is interested in the progress and success of all pupils. A guidance service is available to the student body. Information can be secured and their problems discussed in a sympathetic way. Encourage them to take their problems to any teacher, principal, guidance counselor, or the supervising principal. We welcome an opportunity to help any pupil with any problem that he or she may have. Many problems can be solved through an informal conference that would otherwise go unsolved and eventually lead to serious results for the pupil.

We welcome conferences with parents concerning the welfare of their child. Feel free to request them at any time.

The Chicopee Falls Public Schools published a booklet, "Getting Your Child Ready for Reading," which provides many practical suggestions and at the same time is a first step in acquainting parents of preschool children with the school programs. The guidance department of this same school system also published another bulletin, "Helping to Choose the Right Course, a Guide for Parents," which pointed out meaningful ways for the parents to participate and to assist the school in counseling their children. Such publications as these illustrate the fact that public relations is much larger than mere publicity about guidance activities.

Some schools have urged parent participation in adult education programs. In Snyder, New York, the parent-teachers association, in cooperation with the adult education program of the public schools,[14] sponsors a series of free classes for parents in the schools which their children attend. In one year the following separate courses were organized: for parents of preschool children, Your Child Comes to School; for sixth-grade parents, Understanding the New School; for seventh-grade parents, Making the Most of Junior High Opportunities, for eighth-grade parents, Why They Behave Like Eighth-graders; for ninth-grade parents, Planning the High School Program; for tenth-grade parents, Understanding the Tenth-grader; for eleventh-grade parents, Looking Ahead to College; and for twelfth-grade parents, What Next for the Senior? Such adult education activities as these make it possible for parents to participate in the school's program in a meaningful way.

The Naperville High School,[10] in a series of form letters, stressed the desirability of both parents conferring with the counselor. One of these letters is reproduced below. This letter is noteworthy from another aspect. It is not a generalized invitation to "come up and see me sometime." It states a specific method for making an appointment, and offers a particular reason for the conference, namely, to discuss the results of tests given to the child.

NAPERVILLE HIGH SCHOOL
Naperville, Illinois

To the Parents of Freshmen:

Now that the returns are available for the Kuhlman-Anderson Test and the Kuder Preference Test (Interests) we feel that we have some measurement of abilities and interests of each individual in the class. Returns are now also available for the work done in the first quarter.

It is our hope that it will be possible for the parents and the counselor to become better acquainted so that they will be in better position to help "John" or "Jane" grow into maturity and self-management. Ideally, if the parents, the counselor, and "John" or "Jane" could get together we could all help each other to understand the whole picture!

Obviously this cannot be done in a few minutes. We should like to have the parents take the initiative and schedule a time when such a conference is possible; during the school day, preferably, but if desired, some evening when both parents can be present.

On Wednesday, November 12, we shall have "open house." Please stop in room 155 (the counseling room) and "make a date." Feel free to call (1038), and arrangements can be made. It will, indeed, be a privilege to know you all better and have you know what we are attempting to do here.

Very sincerely,
Angeline Gale
Guidance Director

In addition to invitations to parents to discuss test results, schools have asked if they wish to talk with a counselor about their child's vocational goals, choice of subjects, college entrance requirements, and the things that might be done to avert a probable failure of their child. Frequently invitations to conferences are combined with a report from the school. The Kaimuki High School, Honolulu, Hawaii,[12] for example, sends the following dual-purpose report to parents:

KAIMUKI HIGH SCHOOL
2705 Kaimuki Avenue
Honolulu, Hawaii

Dear Parent or Guardian:

We are forwarding the attached report of failure of your child during the past quarter. The teacher has written comments to indicate the reason for failure. English, social studies (world history, United States history, and American problems), mathematics, health and physical education, and science are required subjects for graduation and promotion.

We need your help and cooperation to help your child do better work in the future. If you are interested, you may telephone 71911 for an appointment to see the counselor or his teacher to discuss his/her problem. We particularly welcome visits from parents who are interested in their children's welfare.

This failure report is in addition to the regular reports to parents which are sent home through the students four times a year.

Charles N. P. Henry
Principal

KAIMUKI HIGH SCHOOL
2705 Kaimuki Avenue

TO THE PARENTS OR GUARDIAN OF_____Grade_____

This is to call your attention to the fact that during the past quarter, ending _____, he/she did failing work in my class
(Date)

Remarks:_____

Teacher_____
Subject_____

We need your help and cooperation to help your child do better work in the future. If you are interested, you may telephone 71911 for an appointment to discuss his/her problem.

Remarks:_____

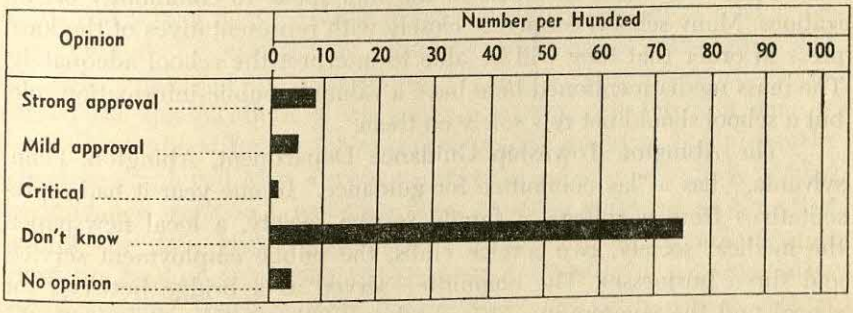
W. J. Lee, Counselor

An interesting plan for involving parents has been reported by Brody.[1] Parents were asked at a PTA meeting to complete the Kuder Preference Record as they thought their child had answered the test. Profiles were constructed with the pupil's profile in red, the mother's in blue, and the father's in green. It was discovered that in some cases there was marked agreement between the child's profile and that completed by his parents and in other cases there was little resemblance between them. In addition to the information obtained from the preference records, this plan has merit because (1) it is a means of bringing parents and children closer together, (2) it provides an opportunity for exchange of ideas among parents, pupils, and teachers and the role of the community in relation to the child's future plans, and (3) it gives parents an appreciation of their children's interests. This project is an excellent example of providing a meaningful way for parent participation in the guidance program.

The practices which have been described in the preceding paragraphs are integral activities of current guidance programs. Even though they had no public relations value, their use would be justified because they make a significant contribution to achieving the objectives of the guidance program. This makes them especially desirable because the kind of participation they encourage leads to a real understanding of, and a wholesome sympathy for, guidance activities.

Reaching the Community

As well as being interpreted to parents, the guidance program must be interpreted to the community at large. From the Denver study cited previously, there is some evidence that community interpretation is not as well handled as interpretation to parents. From the graph below, which is based on Denver data,[2] it is apparent that about three out of four nonparents who are residents of Denver do not know about the guidance program. This finding is understandable in view of the few contacts which these persons have with the schools. Yet it should not be overlooked that they, by their vote, help to determine tax rates and the fate of bond issues. From this standpoint it is of primary importance that efforts be made to acquaint them with the activities of the school.



The guidance program, by the very nature of its activities, makes numerous contacts with the community. The placement of graduates, referral of pupils for special help, or obtaining local occupational information are examples of guidance activities which can yield public relations by-products for the entire school. Take, for example, the school that is under pressure from the community because "it doesn't teach the kids to spell the way it did twenty years ago. Don't ever hear of them having spelling bees up at the schoolhouse any more, do you?" The guidance program may identify those pupils who are deficient in spelling. If the in-school placement activities are effective, pupils will receive help in

correcting their spelling deficiency. And from its records, the guidance program should be able to identify pupils who spell accurately when it is asked to make referrals to jobs requiring this ability. Successful placements will do much to alleviate the pressure about the supposedly poor teaching of spelling.

Another example of public relations by-products of guidance activities is the referral system of counseling, described in an earlier chapter. The primary value, of course, is the help which individual pupils receive. But the school also benefits from the working relationship that is established with many citizens in the community. If the counselor properly discharges his responsibility to the school, he will seek, in his contacts with these persons, to interpret the total program of the school. He will not confine his activities to building only an understanding of the guidance program. The counselor's community contacts are numerous and varied. But in every case, he should present himself as a representative of the school, and not the head of guidance services, as though they were set apart from the total program of the school.

In addition to contacts essential to its activities, the guidance programs in some schools use other means for public relations. Occasional radio and television broadcasts are used to tell the guidance story. One school developed a set of colored slides which were used to illustrate school activities when members of the staff spoke to community organizations. Many schools cooperate closely with representatives of the local press in order that they will be able to interpret the school adequately. The mass media mentioned here have a valuable public-information role, but a school should not rely solely on them.

The Abington Township Guidance Department, Abington, Pennsylvania,[15] has a "lay committee for guidance." In one year it had representatives from a college, a family service society, a local newspaper, the medical society, two service clubs, the public employment service, and three businesses. The committee served as a bridge between the school and the community. The members of the staff meeting with the committee discuss the guidance program and its problems, while the lay members interpret the community to the school. The Snyder Public Schools, Snyder, Texas,[19] held an appreciation banquet at the time of opening the new high school, at which past and present school board members and school personnel with long years of service were honored. Superintendent Yarbrough commented on the program in these words: "The fine results which we received from this program, I believe, were due primarily to the fact that it recognized the importance which we attach to friends and supporters of education. Without joining hands with the public and with the teaching personnel no school administration can hope to achieve a truly effective program of education."

THINKING IT THROUGH

Select a school in a community which you have an opportunity to study. Perhaps you will find it more convenient to visit a school in a community with which you are already familiar. Complete the following outline:

1. Agencies in the community which provide services for school-age children
2. Methods the school has developed for making referrals to these agencies
3. How the school interprets the functions of the guidance program to these agencies
4. Suggestions for improving the relationships between the school and the agencies

Reaching the Teacher

The good will of the teaching staff can make or break the guidance program. This statement does not attribute much efficacy to the good works of the guidance service. Perhaps it is an overstatement of the case. But over the long haul, the guidance program must win the support of teachers or it will fall short of its goal.

An actual, though not here identified, case will illustrate the point. In a small school in the Middle West, the superintendent of schools became interested in establishing a guidance program. In consultation with the state supervisor of occupational information and guidance, he reviewed the qualifications of his present teachers. He felt that none of them was qualified for the job of organizing the program. From a nearby school he employed Miss Torson, a person who had successfully headed the guidance work on a half-time basis, teaching mathematics the other half of the day. Miss Torson reported for work in the fall. She set about the task of organizing the program by establishing a cumulative record system. Teachers were requested to give tests and to supply information for the records. When she got the folders in fair shape, a teachers' meeting was called. With a great deal of enthusiasm, Miss Torson explained the new record system. The faculty was unimpressed. They had developed an antagonism to the record system because they had been requested to do so much work without knowing the reason for it.

When the records for the seniors were ready, Miss Torson began a series of get-acquainted interviews. She was trying to build rapport during these interviews. Teachers were curious about what was going on. They asked the pupils what the counselor had told them. "What occupation did she say you should go into?" "Did she say you should

go to college?" Naturally, since these topics were not discussed in the get-acquainted interviews, the pupils could give only negative answers. But they did say that "Miss Torson is a swell person—so friendly and nice." Teachers began to gossip. They wondered what the counselor was doing besides making friends with the pupils. "Anybody can be friendly if they do nothing for half a day but sit and visit with pupils." The attitude of the teachers was reflected in their contacts with pupils. The pupils, too, began to question the value of talking with the counselor.

Other incidents from Miss Torson's work in this school could be enumerated. They would, however, lead to the same conclusion. Miss Torson conducted the technical phases of her work in an exemplary manner, but that did not ensure success of the program. Because the teachers did not understand her work, they unwittingly hampered its effectiveness. Had Miss Torson tended to the public relations as well as the technical aspects, the program could have been successful.

In contrast with the approach of Miss Torson is that of Mrs. Martha M. Schwab, Director of Guidance, Laconia High School, Laconia, New Hampshire.[16] In a letter to the author, she wrote:

Because our real program is still in its infancy, I can tell you how a new person coming into a school system could go about organizing a program where there has been very little guidance but where there are several faculty members who have had guidance training. It seemed to me that the first and most important hurdle I had to cross was engaging the interest and good will of the staff and enlisting their cooperation. With this in mind, I spent the first couple of weeks getting to know the teachers in an informal and social way, making every effort to show them that I was not planning to come into a new situation and try to take over or throw my weight around, but that I was anxious to do my best for the school and was in real need of their help and their ideas. The third or fourth week of school I called an open meeting of all faculty members who might be interested in helping organize a guidance committee to examine the existing services and make recommendations for improving and coordinating them. There was an excellent response to this. For that meeting I had prepared a mimeographed list of questions to "get the ball rolling." It seemed to serve that purpose and there was much discussion. We set up three subcommittees, after narrowing down our list of needs to those areas which seemed most urgent. One subcommittee is concentrating on the individual inventory, how to get more background information (which is sadly lacking in this school), how to record it and where to keep it, and how to use it for the pupils' benefit. They will go into the matter of the cumulative record, which we do not have. Another group is working on organization of classes, which aroused a great deal of discussion. They are especially concerned with trying to revise our class groupings toward greater homogeneity. A third subcommittee is working on some interesting programs which will be in the

nature of in-service training. These committees were filled by volunteers, so that everyone is presumably working in the area of his greatest interest. . . .

The essential elements in the relationship between the teacher and the guidance program were discussed in Chapter 12. Their restatement here would be unnecessary repetition. The best means for the guidance program to reach teachers is in-service training activities. These also were discussed in Chapter 12. From the standpoint of public relations, the important job is to secure the participation of the staff members in in-service training. Although it is recognized that the quality of the training offered will in a large measure determine the level of participation, there are other determinants which are not as obvious. The attitude of the teacher toward the guidance program in general affects his participation. If the public relations have been such that the staff views guidance work as an essential element in the school's activities, teachers will be ready to carry their share of the work. When the counselor makes a deliberate effort to interpret guidance services to the staff, he builds a better program than if he spent comparable time on the technical aspects. For, if he enlists the aid of all teachers, he will have many persons doing the guidance job—a better procedure than trying to do the whole job himself.

STANDARDS FOR THE PUBLIC RELATIONS ASPECTS OF THE GUIDANCE PROGRAM

In this chapter the objectives of the public relations program have been presented. Methods which contribute to the attainment of these objectives have been illustrated. With this as background, it is appropriate to formulate standards for the public relations aspects of the guidance program. What are the conditions which favor a program? A committee of graduate students at the University of Southern California considered this question. They carefully read the descriptions of guidance programs, which were located by consulting the *Education Index* and the *Readers' Guide* for recent years. On the basis of this study, they concluded that five factors were of greatest importance in determining the success of the program. Their report is summarized in the following paragraphs. The essential factors are italicized.

Consciously directed time and attention should be given to public relations within the guidance program. A deliberate, positive program is needed to interpret guidance work to teachers, pupils, parents, and the community. Such a policy is actually doing something to promote *understanding* of the guidance program.

Some centralization and definite allocation of responsibility for public relations are essential. Maximum effectiveness in public relations can be attained only when the program has direction and purpose. Totally decentralized public relations activities usually dissipate or minimize the impact of the program.

The public relations program should be continuous. A full understanding of the guidance program can be achieved only on the basis of adequate information. Parents and community agencies, taxpayers' leagues, and others may easily get a warped picture of the total program if they have to base their judgment on isolated special events. This point is basic to creating sympathy for the guidance program. Much of the antagonism and conservative resistance to guidance work has been directly due to incomplete and inaccurate information.

The public relations program should secure participation in the total guidance program from all persons affected by it. A narrow program reaching only parents or some other special group is not adequate. Since the activities of the guidance program are so varied and affect so many persons, the public relations activities must be designed to reach a broad segment of the community. It is only through such activities that the guidance program can enlist the help it needs to reach its objectives.

The public relations program should provide a means of continuous evaluation of what is being done while it is being done. This involves the cooperation of teachers in analyzing effects of the program upon pupils, and is an opportunity to establish rapport with parents and community agencies by asking them for critical appraisal of the activities in progress. It should serve to weed out ineffective public relations activities, thereby contributing to the total effectiveness of the guidance program.

THINKING IT THROUGH

Earlier in this chapter you were asked to study a school in relation to the agencies of the community. Now, using the same school, evaluate its public relations in terms of the five criteria just stated.

In what ways is the program successful?

What are its shortcomings?

How would you improve it?

SUMMARY

The objective of school public relations is to help pupils, parents, the community, and teachers *understand,* be *sympathetic* to, and willing

to *participate* in the work of the school. It cannot be assumed that adequate public relations will result from simply providing adequate guidance services, albeit this is a necessary first step. Attention must be given to the communication of information about the program. This is a responsibility of the guidance program.

Through various activities the guidance program comes in contact with many segments of the school and its community. The public relations aspects of these contacts should not be overlooked.

A set of standards for adequate public relations indicates that such a program is within the reach of every school which is willing to marshal its resources.

SELECTED READINGS

Roeber, E. C., G. E. Smith, and C. E. Erickson, *Organization and Administration of Guidance Services,* McGraw-Hill, 1956.

In this volume, public relations activities are considered as part of the administration of a guidance program. Pages 238–246 contain a distillation of the authors' extensive experience.

What reasons do these authors give for continuity in public relations activity?

Can you justify their statement that "all publicity and efforts at public relations outside the school are fundamentally the superintendent's responsibility"?

Fine, B., *Educational Publicity.* Harper, 1951.

Three chapters of this extensive volume are of particular interest to guidance workers. Chapter 21 deals with the problem of censorship of news, Chapter 22 directs the reader's attention to the need for public relations within the school, and Chapter 25 casts a discerning eye on the future of public relations. These chapters should be scanned in the event you do not have time to read the whole volume.

How does Fine envisage the future of public relations?

Does he use the term "publicity" as a synonym for "public relations"?

Can you apply his discussion of censorship in Chapter 21 to the counselors' concept of confidentiality? Are they in agreement?

Reeder, W. G., *An Introduction to Public-school Relations,* Macmillan, 1951.

This book places heavy emphasis upon publications as a medium for informing the public about schools. It was written for school administrators. Nevertheless, it has many suggestions which can be used by guidance workers.

Do you agree with the book's opening statement: "Public-school relations are that phase of school administration which seeks to bring a harmonious working relationship between the schools and the public which the schools serve"? Does this imply that administrators, rather than guidance workers, should deal with public relations? What does Reeder mean by the "public which schools serve"?

SOURCES OF INFORMATION

Secured from Published Materials

1. Brody, D. S., "The Utilization of an Interest Inventory in a PTA Project for the Purpose of Fostering Parent-Child Understanding," *School and Society*, vol. 72, Nov. 11, 1950, pp. 311–12.
2. *Denver Looks at Its Schools*, Denver Public Schools, Denver, Colorado, 1956, p. 20.
3. *Ibid.*, p. 19.
4. Eells, W. C., "Judgments of Parents Concerning American Secondary Schools," *School and Society*, vol. 16, September, 1937, pp. 409–416.
5. Robinson, W. M., "How Well Do You Know Your Community?" in *Public Relations for Rural and Village Teachers*, U.S. Office of Education, Bulletin 17, Washington, 1946, pp. 10–11.
6. Rossi, J. J., "Barratt Stresses Friendliness," *The Bulletin*, vol. 32, February, 1948, p. 290.
7. Windle, A., "Survey of Techniques Used in Publicizing Guidance Services," a report prepared for the Public Relations Committee of the Conference of Guidance Supervisors and Counselors Organizations, Binghamton, N.Y., Oct. 3–6, 1954.

Secured from Schools

8. Catherine Beachley, Board of Education of Washington County, Hagerstown, Md.
9. Edward B. Colbert, Director of Guidance, Watertown Public Schools, Watertown, Mass.
10. Angeline Gale, Counselor, Naperville High School, Naperville, Ill.
11. Mary C. Harrington, Director of Guidance, Chicopee Falls, Public Schools, Chicopee Falls, Mass.
12. Wah Jim Lee, Counselor, Kaimuki High School, Honolulu, Hawaii.
13. D. L. Mumpower, Counselor, West Tallahatchie High School, Webb, Miss.
14. Donald W. Munson, Director of Guidance, Amherst Central High School, Snyder, N.Y.
15. E. E. Pogar, Director of Guidance, School District of Abington Township, Abington, Pa.
16. Martha M. Schwab, Director of Guidance, Laconia High School, Laconia, N.H.
17. L. V. Stock, Supervising Principal, Upper Adams School District, Biglerville, Pa.
18. Eugene F. Stoudt, Principal, Spring Township School District, West Lawn, Pa.
19. C. L. Yarbrough, Superintendent of Schools, Snyder, Tex.

15 RESEARCH AND EVALUATION

THE FINAL SERVICES of the guidance program to be presented and discussed in this book are research and evaluation. These services are not simply frosting on the guidance cake; they are basic ingredients. For too long guidance workers have neglected research and evaluation. Frequently, they have excused themselves by pointing out that they were "so busy keeping the program going there was no time to do research." Writing under the title, "No Time for Research," Thomas R. Sonne describes the opportunities for research in a counseling center. He states that, in addition to the time element, guidance workers must overcome inertia, fatigue, indifference, and inability in order to carry on an effective research service. After describing several research projects which counselors have undertaken, he points out that such activity by counselors resulted in "a fresher, more enthusiastic, and empathic approach to clients. There was no drop in production even though the work week was not lengthened."[7] It is impossible to find a counselor who could not keep himself so fully occupied with the day-to-day tasks that no time would be available for research and evaluation. The simple truth is that the counselor must allocate his time in accordance with priorities he assigns to various duties. The wise counselor will assign a high priority to research and evaluation for two reasons.

The first reason is based upon the belief that the improvement of any guidance procedure is dependent upon a knowledge of its effectiveness. Every professional counselor should be interested in improving his services. Consequently, he should, from time to time, evaluate their worth. In addition to the need for evaluation, the necessity for using research procedures to unearth data basic to the operation of the program must be recognized. Such a simple task as constructing local norms employs research techniques. More extensive research is involved in

community occupational surveys or follow-up studies. Thus, the guidance program engages in research and evaluation to improve the services offered—either by discovering their worth or by obtaining information which facilitates the operation of the program.

Second, a high priority should be assigned to research because the guidance program is in a better position to conduct certain kinds of studies than any other service in the school. It is more economical, for example, for the guidance program to summarize the implications for curriculum revision of the findings of its follow-up study of school-leavers, than for the curriculum committee to conduct its own follow-up survey. Or, at times, a counselor, by virtue of his training in statistics and tests and measurements, is the best qualified person on a school staff to conduct a study based on test results.

USES OF THE FOLLOW-UP STUDY

The importance of making follow-up studies has been emphasized by most writers of guidance textbooks. Their respective approaches to the topic have been varied, and the modifications which stem from them are myriad. In few guidance practices is the individuality of the local school more evident than in follow-up studies. There is, however, a similarity in the uses made of the results of follow-up studies. Six principal uses will be discussed.

THINKING IT THROUGH

From your newspaper clip several articles which deal with local persons who were graduated from high school. Examine each of these clippings for information which might be significant to the high school from which the person was graduated. Here are the headlines for four such articles which the author clipped from his local paper.

City Hires Two New Officers

Radcliffe Club to Hear Talk on Art

Hoodlum Stabs 3 Youths

Galls Will Debate

Each of these articles told of post-high-school activities which would have been of interest to the high school which the persons attended.

For each of the clippings you collect, indicate its probable significance to the high school from which the person was graduated. How could the school use the information to improve its guidance program? its curriculum?

Could similar information be obtained by a follow-up study?

How could the information contribute to each of the six uses of follow-up studies which are discussed in following paragraphs?

Using the Results for Curriculum Revision

A manufacturer, if he wants to stay in business, does not lose interest in his product as soon as it is sold. He follows the product into the consumer's hands to learn how it is working out under actual operating conditions. A manufacturer of washing machines wants to know, for example, if the newly designed combination washer and drier is satisfactory. He may actually spend thousands of dollars in obtaining the consumers' reactions even to relatively minor changes in design. And if he finds that his product needs to be changed to meet consumer demands, he immediately makes necessary revisions in the manufacturing process. The schools can take a lead from such procedures. They, too, should follow up their products to discover needed revisions of the schools' program.

The follow-up study can provide valuable information to the school for planning its curricular offerings. Take, for example, the North Dakota school which found that only 22 per cent of the boys who were graduated during the previous five years attended college, while nearly 30 per cent of them worked on the home place or some other farm in the community. This school offered no agriculture courses because it could not meet the standards for state reimbursement. Nor did it offer training in shopwork. But it did provide a college preparatory course which over half the boys completed. This school's faculty got a rude awakening when they sat down one cold February night to consider the implications of the findings of the follow-up study. They could easily see that the curriculum did not correspond with the postschool experience of many of the graduates. This kind of finding is not unique. It could be duplicated in large and small schools throughout the nation. The follow-up study gives the school a basis for judging the extent to which it meets the life needs of the youth it serves. It also suggests the kinds of needs which must be met.

Improving the Guidance Program

A wag once remarked of medical doctors, "Their successes are walking around; they bury their mistakes." Not so in guidance work. The unsuccessful cases live to tell the tale. And it is fortunate that they do, for from them guidance workers can learn a great deal. The guidance program can profit from following up its clients.

The follow-up study made of the school-leavers should be designed

to furnish information which can be used to evaluate the effectiveness of the guidance program. Information pertaining to the person's educational (if he is still in school), vocational (if he is employed), and personal adjustment should be collected. In addition, his opinion of the counseling is another clue to the effectiveness of the program, although it is not the sole basis for judgment. Some persons may not be aware of the help they have received from a counselor and others may be overenthusiastic. The opinion of the counselee is an important ingredient in counselor success, but it should not be confused with an objective measure of the effectiveness of counseling.

Follow-up studies usually do not yield data upon which unequivocal estimates of the effectiveness of the guidance program can be based. It may be discovered, for example, that pupils who came to the counselor voluntarily make better postschool records than those who did not come. The temptation is to credit the guidance program. But the original motivation which caused the pupil to come for counseling may be the factor which accounts for his superior postschool record. The evidence in this case is just another straw in the wind. While it is true, however, that you cannot make bricks from straws in the wind, it is equally true that these straws give some indication of the direction the wind is blowing.

The guidance program should not limit its follow-up study of former counselees to those who have left school. It can, with justification, follow up pupils who are still in school. In fact, this is frequently the most profitable kind of study from the point of view of evaluating the guidance program. More detailed information can be obtained from pupils in school than from those who have left. One school makes it a practice to follow up all pupils who come to the counselor with other than routine problems. When it is discovered that the pupil is not making a satisfactory adjustment, a case conference is held to devise means for helping him. But, at the same time, an attempt is made to discover why the guidance program failed. This procedure has proved an effective in-service training device.

Identifying Those in Need of Further Service

The school has a continuing responsibility for its pupils. No longer is the concept acceptable that the school is done with them once they leave, either by graduation or because of failure, lack of interest, or economic circumstances. Whether or not the pupil is still in school should not determine the guidance program's interest in offering him further service. Rather, his need for services which the guidance program can give him should be the determining factor. In an article in *Illinois Vocational Progress,* Angeline Gale[6] describes the organization of a

counseling service for veterans. The veterans' counseling and referral center was established in the school and staffed by the school counselors. In her descriptive article, she makes a very significant statement regarding the responsibility of the school. To quote in part:

> Obviously no institution operating on tax funds can long serve only a special group of adults within a community. If its service as a counseling and guidance center is found to be adequate for veterans, it might well be adequate for others, who may possibly need more help than veterans with their priorities. With increased school budgets making demands upon community resources, surely the school might well seize this very tangible opportunity to be of real service to anyone who wishes to share his problems with skilled and interested counselors. The school must meet the challenge of continuing to provide effective guidance as a permanent part of its educational program. Whether for children or adults, the objective of the wise counselor will be to help the individual or the groups to do what they ought to do, to wish to do what they ought to do, and to develop satisfaction in making their own right decisions, based on self-knowledge and sound information.

The follow-up study may show, for example, that a pupil with promise in mechanical work is clerking in a drugstore. He undoubtedly would welcome help in finding a more suitable job. The school may find one of its dropouts in a reformatory. He could be helped to readjust after his release. It may be found that a girl cannot get more schooling without financial help. Or a boy may be discovered who made an unfortunate vocational choice and needs help in making a better one. If the information secured about former pupils is used for their benefit, it increases the value of the follow-up study. Schools which use the information only for statistical summaries are not getting full value for their follow-up dollar.

Studying Selected Groups of Pupils

Almost every school wants to know how its program served this or that group of pupils. The Abington Township High School[29] studied a group of intellectually superior graduates selected from fifteen graduation classes. It learned from them their opinion of the strengths and weaknesses of the school's program of academic preparation and extracurricular activities. The data collected were used in the development of a handbook for the study of gifted children. The Hastings High School, Hastings, Nebraska,[23] identified pupils who were prospective dropouts. They were followed up at intervals to ascertain their progress and their need for additional guidance services. Five schools in Ohio, in cooperation with the state director of guidance and the state employment service, followed up pupils who had taken the General Aptitude Test Battery.

The purpose of the follow-up was to determine if the test could be used to predict grades pupils would make in college. These examples point up the fact that schools can and do follow up special groups of pupils in order to obtain information to improve guidance services and curricula.

Presenting Information to Pupils

Twenty per cent of a typical high school senior class choose one of the professions as their future occupation. Less than 5 per cent of them choose "blue-collar" jobs. This alarming situation calls for action. Consequently, the seniors are given the facts in an assembly program. About 5 per cent of the workers in the United States are in the professions, and so on down through the occupational distribution of the population. The pupils, unimpressed by the figures, continue with their occupational dreams. But a follow-up study obtains statistics that do have meaning for these pupils. Such data are especially meaningful if the pupils participate in their collection. "What happened to the pupils who left our school in the last five years?" is a question that has significance to those about to leave school. On the other hand, the significance of the occupational distribution of the United States in terms of one's own occupational choice is frequently beyond the meaningful experience of a high school pupil. The results of a follow-up study can be used in the counseling situation as well as in the classroom.

Closely related to this use of follow-up information is the interpretation of these data to the faculty. It is probable that many so-called "academic" teachers have lost sight of the pupil as a future citizen of the community. They view him only as a person preparing for more schooling. It is a safe bet that the follow-up study results will not be consonant with this view. Thus, if teachers are helped to see the significance of the findings in terms of their own classroom practices, the guidance program contributes to their in-service training.

In both of these uses, an underlying assumption must be recognized: that experiences of pupils leaving school last year are a good indication of what will happen to those leaving this year. The assumption is a reasonable one, with the exception of periods of national crises, such as war or an abrupt deflation, and herein lies one of the most persuasive arguments for use of follow-up studies with high school pupils. The logic runs like this:

You pupils are very much like those who left our school last year. The conditions which you will face are quite similar to those which they faced. Therefore, it seems probable that your experiences will be like those of your predecessors. It behooves you, therefore, to consider seriously the significance of

these data about former pupils. They will help you get a realistic picture of life after leaving school. You can make choices which will lead to the best preparation available to you for this life.

CONDUCTING THE FOLLOW-UP STUDY

These six uses of follow-up data can also be thought of as the objectives of follow-up studies. With these purposes in mind, attention is devoted to some of the specific aspects of follow-up studies.

A Variety of Techniques

Unfortunately, the questionnaire mailed to former pupils has come to be associated with follow-up almost to the exclusion of other techniques. The mailed questionnaire has advantages, but it also has limitations.

The South Fork School, Winston-Salem, North Carolina,[32] has been successful in getting returns from its graduates. Before the seniors leave school they are given a blank which they mail back to the school. The blank contains a number of questions about their postschool activities. Reasons for seeking this information are discussed with the pupils. An understanding of the need for the information apparently motivates the pupils to return the completed questionnaires.

A follow-up study by the Hand High School, Madison, Connecticut,[24] employed a questionnaire. It was, however, sent to the institution where the former pupils were enrolled and places where they were employed. This procedure was possible because in this small school the whereabouts of former pupils was known.

The Newark High School, Newark, New Jersey,[28] identified the employers of its former pupils by asking for the information in its follow-up questionnaire. The employers were then sent a simple check list, on which they were asked to evaluate the former pupil's work.

The Hampstead High School[26] uses a similar plan for one phase of its follow-up study. But instead of asking for information about individual pupils, it seeks summarized data about all pupils attending a particular institution. It asks these questions of each institution its former pupils attend:

1. Have our pupils been satisfactory scholastically?
2. Have our pupils been satisfactory socially?
3. What suggestions do you have that would help us better to prepare our pupils for your institution?

A double postcard can be used to collect information in a follow-up study. The high rate of returns received, in addition to its low cost,

makes this technique attractive. The Herkimer High School[27] includes the following questions on the postcards it sends out:

Your name_____ ( ) Married ( ) Single
Address_____
Street or R.F.D City and state
What was your goal in high school (e.g., college preparatory, business, shop, etc.)?
_____
What training have you had beyond high school?_____
_____
How are you now occupied? (military service? kind of work? what school?)_____
_____
What type of course are you taking?_____
If employed, by whom?_____
What other jobs have you held?_____
_____
Are you satisfied with your present job? Yes ( ) No ( )
If not, what type of job would you accept?_____
_____

The state supervisor of guidance services in one state reports a small school that makes use of a birthday-card follow-up. The school keeps a record of each pupil's birthday. Each year a birthday card is sent at the appropriate time. Enclosed in the same envelope is a request for information about the pupil's postschool activities. The percentage of returns is extremely high. The personal touch does the trick.

Each school can devise its own follow-up procedures. The success of any plan depends upon how it meets the needs of the particular situation.

Information Schools Should Collect

The problem of deciding what information to collect in follow-up studies is ordinarily one of screening items. Most teachers and counselors can list a hundred things they would like to know about former pupils. All would be of interest to the school. But practical considerations limit the number of questions which may be included. First, the follow-up should not make excessive demands upon the time of the former pupils. Next, the information collected should be limited to that which the school can process and use efficiently. Finally, the school which sharpens the focus of its study to include two or three significant aspects of postschool adjustment will obtain more usable data. Beyond these three generalizations, it is difficult to specify the information to be collected. The specific items must be selected in terms of their potential usefulness to the school. Suggestions may be obtained by studying the forms used

in other schools. The two blanks which are reproduced below may be used for this purpose. One is a form prepared in the office of the Maryland State Supervisor of Guidance Services.[12] It is noteworthy for its brevity and concentration on further education and employment record. The Inquiry Form of the Bloomfield High School,[35] is much more comprehensive than the Maryland form. Of particular interest are questions in the section "Concerning post-high-school guidance." Only a few schools used follow-up studies to obtain the reactions of former pupils to proposed changes in school services. The technique appears to have merit.

FOLLOW-UP QUESTIONNAIRE
Graduates and Withdrawals

I. Personal Information
Name_____Year married_____
First Middle Last
Present address_____
If graduate, what year?_____If withdrawal, what year?_____
From what course were you graduated? Academic_____General_____
Vocational_____
If you withdrew, what was cause of withdrawal?_____

II. Training Beyond High School
College?_____Length of attendance_____Graduate?_____
Still attending?_____
Business college?_____Length of attendance_____Graduate?_____
Still attending?_____
Other school?_____Length of attendance_____Graduate?_____
Still attending?_____
Name of school or training institution_____
Position or vocation for which you were training_____
If you did not complete course begun, why?_____
What high school courses have proved most helpful?_____
_____

Note: If you are a member of Armed Forces, the questions pertain to your experiences both before and after entering services. Comments about high school courses are of interest even if you have not had training beyond high school.

III. Employment Information
How long after leaving school did you wait before obtaining first position?
_____(state in terms of weeks, months, or years)
How did you obtain your employment? Please check items which apply.

_____U.S. Employment Service
_____Private employment agency
_____Civil service examination
_____High school counselor
_____Advertised for position
_____Answered ads for position
_____Visited personnel departments
_____Assistance of parents or relatives
_____Person leaving job recommended you

What is your present occupation?_____Location_____
What previous positions have you held?_____Location_____
_____Location_____
_____Location_____

IV. If you have left any jobs we should appreciate your willingness to check why

_____Promotion to better position
_____Marriage and/or maternity (girls)
_____Work unsatisfactory to employer
_____Didn't like other employees
_____Didn't like work (type)
_____Family needed you at home
_____No more work available
_____Other reasons

List other reasons if you desire:_____

Remarks: The information which you furnish us will be used in an attempt to profit from the experience of our former students in improving our school for present and future boys and girls. You will be rendering them and us a great service. Thanks, and come to see us any time. If you wish to add any comments, please feel free to do so, using the back of this form or writing us a confidential letter.

INQUIRY FORM
Sent to Graduates and Nongraduates
of Bloomfield High School
Bloomfield, Connecticut

WANTED—Facts and opinions from loyal rooters of the "orange and blue"! Send such information promptly to B.H.S!
REWARD—Better schools for Bloomfield youth.

PERSONAL DATA

Name_____ Name before marriage_____
Last name first
Address_____
City or town Street address
Phone_____ Date_____ Marital status: Single_____ Married_____
Present age_____
How long after high school did you marry? (check one)
Within 1 year_____ 2 years_____ 3 years_____ 4 years_____

INQUIRY

Directions: To answer most of the questions below, simply place a check √ on the line of your choice. To answer the others, use a few words or a few short sentences. Your name will not be used in making reports of this inquiry.

I. Concerning your work experience

1. How much time elapsed between leaving high school, or college, and your first full-time job?_____days_____months_____years_____
2. Are you now employed?
   _____a. Yes
   _____b. Full-time
   _____c. Part-time
   _____d. No
3. Where are you now employed?
   _____a. In school
   _____b. In the Armed Forces
   _____c. As a housewife
   _____d. Other—where?
4. Please list in order all the full-time jobs you have held since you left high school. Include service in the Armed Forces, but do not include jobs held only during summer vacation.

Name of Firm	Address	Occupational Title	Dates	Major Duties
Example: G. Fox & Co.	Main St. Hartford	Sales clerk	From: Jan. 1951 To: Oct. 1952	Selling coats
			From: To:	
			To: From:	
			To: From:	
			To: From:	
			To: From:	

5. If you left any full-time jobs, would you be willing to check your reason(s) below?
   _____a. Offered a better job
   _____b. Disliked the type of work
   _____c. Needed at home
   _____d. General economic conditions
   _____e. Discharged from service
   _____f. Moved with family
   _____g. Marriage
   _____h. Maternity
   _____i. Disliked fellow workers
   _____j. Laid off
   _____k. Other—what?
6. How did you secure your first full-time job?
   _____a. Personal application
   _____b. High school adviser
   _____c. Friends and relatives

_____d. College adviser
_____e. Employment agency
_____f. Advertised for job
_____g. Answered newspaper ad
_____h. Other—what?

7. Where did you get the training for your present job?
   _____a. In school _____b. On the job _____c. Elsewhere—where?
8. Are you satisfied with your present job?
   _____a. Yes Why?_____
   _____b. No Why not?_____

II. Concerning your choice of an occupation

1. When you were in high school, what lifework did you hope to enter?_____
   _____
2. a. Have you made a definite choice of an occupation?
   _____ (1) Yes_____ (2) No
   b. If so, what is it?_____
   c. Why have you selected this particular occupation?_____
   d. When did you make this decision?_____Before high school
   _____During high school_____Later_____
   e. Where have you received help in planning for the occupation of your choice?
   _____ (1) Friends
   _____ (2) Relatives (other than parents)
   _____ (3) High school teachers
   _____ (4) Principal of high school
   _____ (5) Guidance director
   _____ (6) Parents
   _____ (7) Reading
   _____ (8) Other—what?
3. At the present time, would you like competent help in future planning?
   _____a. Yes _____b. No

III. Concerning your educational experience

1. Do you think the course you took in high school was the best for you?
   _____a. Yes _____b. No Why not?_____
2. Of the subjects that you took and the activities in which you participated in high school, which do you consider have been of most and least value to you in all phases of your daily life?

Greatest Value		Least Value	
Subjects	Activities	Subjects	Activities

3. What subjects not offered in high school would have been helpful to you in preparation for your chosen occupation?_____
4. What help, other than subjects offered, could high school have given you which it did not provide?_____

5. If not graduated, why did you leave high school?_____
6. What suggestions can you give for the improvement of subjects now offered in the high school?

Subjects	Suggestions for Improvement
a.	
b.	
c.	
d.	

7. What schools have you attended since leaving high school?

Name of School	Location	Course or Subjects	Time Spent	Reasons for Leaving

8. What do you consider to be one of the greatest needs of the youth of high school age in Bloomfield?

IV. Concerning post-high-school guidance

1. Should there be a center somewhere in Bloomfield where youth who have graduated or withdrawn could get help from competent sources on educational, vocational, and personal-social problems?

   _____a. Yes _____b. No

2. If such a service existed, how could it be of help to you now?_____

ADDITIONAL USES OF FOLLOW-UP DATA

Six principal uses of follow-up data have been set forth earlier in this chapter. There are, of course, other uses, which, even though frequently incidental to the major purposes of the follow-up study, make an important contribution to the total program of the school.

The Lockport Public Schools[13] follow up each class for a period

of years in order to note trends in the postschool occupations of its graduates. Graphs are prepared from time to time to show percentage of former pupils enrolled for further education and in various skill levels and types of occupations. It was discovered, for example, "that less than four years after graduation almost 50 per cent of the boys were in the armed forces. This group was made up partially of boys who had continued their education beyond high school but to a much greater extent they were drawn from the employed group. . . . A large number of girls became sales clerks but this number declined rapidly, contributing most to the increase in marriages." Such findings as these are grist for the counselors' and curriculum workers' mill.

The Board of Education of Madison, Connecticut, publishes bimonthly a four-page bulletin entitled "Our School." A part of its public relations program, this bulletin is distributed widely in the community. In one issue the results of a follow-up study of dropouts from the high school were summarized. These were followed by a series of recommendations for improving the school. Another issue summarized a follow-up study of high school graduates. Presenting such information is an excellent means of building a sound understanding of the school.

One of the by-products of most follow-up studies is a collection of letters from former pupils. Even when a formal questionnaire is used, it is not unusual for respondents to include a letter. Since these letters usually come from the more verbal former pupils, they frequently are written well enough to be used as they are in Washington High School, Sioux Falls, South Dakota.[10] In this school, certain of these letters are duplicated and distributed to home rooms for discussion. The pupils enjoy reading the letters, and frequently a lively discussion ensues. Of course, permission to duplicate the letter should be obtained from the sender. The value of careful planning, the need to select a trade school properly, or the advantage of finishing school are typical of the discussion topics that such letters can be used to introduce.

The Chicopee Falls Public Schools[20] published an attractive booklet, *You Take the "High" Way,* which includes excerpts from questionnaires returned by pupils who dropped out, letters from employers and the Armed Forces, urging completion of high school, comments made by graduates on the value of their education, statements from colleges attended by the graduates, and a list of local occupations and industries. These data, when taken together, tell an impressive story about the worth of a high school education.

The results of a follow-up study can be used to substantiate proposed changes in the school's program. The effective use of such data can be illustrated by citing a report of the St. Joseph High School.[30] The

results of the study substantiated the need for several proposed changes in the high school program and introduced many new suggestions. The findings played an important role when the program was presented to the board of education and to the community.

As a result of this survey and its findings (1) there was an increase in community and faculty interest in the total high school program, (2) the high school English program was revised, (3) eight new subjects were added to the curriculum, (4) four additional teachers were added to the high school staff, (5) a counseling service was established with four teacher-counselors, and (6) senior commercial students were given an opportunity to work in local offices afternoons and Saturdays under supervision of the high school commercial department.

In summary, the follow-up study results can be used to improve public relations, to increase pupil motivation, and to substantiate recommended changes in the school's program.

THINKING IT THROUGH

Imagine that you are a counselor in a school where the following data were obtained from a follow-up study. How would you report these data in order to gain maximum benefit from them? Actually, the data are not from a single school. Rather, they are a composite made by selecting facts from studies published by several schools.

1. Seventy-three per cent of the high school graduates returned questionnaires; 52 per cent of the dropouts did.
2. Typing, English, and shorthand were most frequently listed as the subjects of most value in occupational life.
3. Thirty-seven per cent of the dropouts left school because they "were not interested," 20 per cent because "school did not seem worthwhile," 25 per cent because of marriage, 13 per cent for financial reasons, and 5 per cent to enter the Armed Forces.
4. Girls most frequently requested sex education, family living, and home economics to be added to the curriculum.
5. Five years after graduation, more than one-half the graduates were located in their own locality.
6. Sixty per cent of the former pupils said that the school should provide more vocational guidance.
7. Twenty-eight per cent felt that the standards in high school were too easy, and that consequently they were not prepared for adult life.
8. Forty-two per cent of the boys and girls who had taken a college preparatory course in high school did not go on to college.
9. Fifty per cent of those employed were in jobs for which they said high school had offered no preparation.

10. Seventeen per cent had been helped by the school to obtain their present jobs.

11. Fifty-six per cent of the boys and 50 per cent of the girls reported that they had hobbies.

12. Twenty-nine per cent said their present occupation was chosen while they were in school.

The guidance program conducts other research equally as important as the follow-up study. One of these researches is the community survey. Underlying community surveys is the basic philosophy that the school, as a community agency, should gear its program to the needs of the community. The meshing of school and community has long been a matter of prime concern to educational leaders. More recently, the community responsibilities of the school have been stressed in many publications. It appears, therefore, that guidance workers will experience an increased demand for their services in planning and conducting community surveys.

The community survey can be used to obtain a great variety of information. Camp, in a publication of his office, listed the following types of surveys:[2]

Occupational surveys
Surveys of home conditions
Surveys of population trends
Surveys of recreational facilities
Surveys of youth-serving agencies
Surveys of community organizations
Surveys of local and regional employment agencies

This list indicates the need for limiting the survey to certain aspects of the community. It is impractical for most schools to study more than one aspect of community life at a time. Therefore, priority is given to one study in preference to others. Guidance workers have shown a marked preference for community occupational surveys. As defined by Zapoleon, these "reveal the distribution of the workers among the occupations in the community and provide some information about the occupations themselves."[8] It is likely that the majority of schools will find it expedient to begin by studying the occupational structure of their communities.

USING THE FINDINGS OF THE COMMUNITY OCCUPATIONAL SURVEY

The community occupational survey findings can be utilized in many phases of the school's program. The administrator of a school may

use the report in the following ways: (1) to help him and his coworkers understand more fully the community in which the school exists, (2) to give him and the curriculum committee a basis for revising the curriculum and training programs and for setting up new courses of study, and (3) to determine to what extent the school is meeting the educational and vocational needs of the products of the school—the pupils.

Guidance workers may use the report (1) to give them a more complete occupational picture of the community, (2) to enable them to counsel pupils more wisely in educational and vocational areas, (3) to help them determine the most logical local entry fields for young people, (4) to give them a basis for determining training requirements, (5) to serve as a basis for improving the quality and number of placements, (6) to provide materials for classes in occupations and other classes in which occupations may be discussed, (7) as a basis for the making of other types of surveys, such as follow-up studies, and (8) as a basis for a continuous occupational survey.

Teachers of vocational subjects, using the information obtained in the survey, will be able to adapt their materials and methods more fully to the needs of the pupils and the community. All teachers and pupils should profit through their improved knowledge of the community and a better understanding of their relationship to it.

An awakening interest and a spirit of cooperation on the part of persons in the community should result from their use of the report. Specifically, the report may be used by businesses, industries, and employment agencies to predict possible employment trends, labor supply and demand, and training and retraining needs.

Local chambers of commerce and other civic organizations might use the report to encourage the establishment of new businesses and industries and as a means of publicizing the community.

MAKING THE COMMUNITY OCCUPATIONAL SURVEY

Discussion of community occupational survey tools and techniques is beyond the scope of this book. But to fulfill its mission as a practical book for counselors in schools, references to available publications are cited. The best single reference is a chapter in Baer and Roeber's book, *Occupational Information,* which is listed in the "Selected Readings" at the end of this chapter. A useful volume, now out of print but still available in many libraries, is *Community Occupational Surveys* by Zapoleon.[8] Departments of education in several states have issued excellent bulletins dealing with community occupational surveys. Additional references can be obtained by schools from their respective state supervisors of guidance services.

THINKING IT THROUGH

Some persons are unaware of the magnitude of a community occupational survey. The large number of occupations represented in each community frequently surprises those who make their first survey. To help you see the complexities of such a survey in your community, consult the classified advertising section (yellow pages) of your local telephone directory. Make a list of the occupations which are suggested to you by the classification headings of the directory. Certain of the headings will suggest industries (e.g., furniture manufacturers) rather than occupations. In these cases list the industry, and under it indicate the occupations which might be involved.

OTHER COMMUNITY SURVEYS

Surveys of the community need not be limited to its occupational composition, as was pointed out at the begining of this section. The New Haven Public Schools[16] make special "survey of beginning jobs in New Haven–area industry" from time to time. From each major employer in the area, the school obtains the following facts as they relate to the employment of youth under twenty-two years of age: products; average number employed; traits looked for; types and number of workers under twenty-two; requirements for beginning jobs, such as sex, schooling, entrance age, necessary experience, beginning pay, and so forth. The First Supervisory School District, Northern Westchester County, and the School District of Pleasantville, New York, conducted a survey of exceptional children in the community.[31] Children with impaired vision, hearing, or speech, intellectually gifted or retarded children, and children who were crippled or had other health problems were surveyed. A number of recommendations for improved services grew out of the survey. Other schools have surveyed the community agencies to identify services which could be used as referrals. Still others have been concerned with socioeconomic levels of the community and its relationship to guidance and instructional activities.

THINKING IT THROUGH

Again, the classified advertising section of your telephone directory can help you think about your community. Examine the listings under such headings as associations, clubs, fraternal organizations, organizations, schools, and social service organizations. For each organization listed, determine the services it renders which supplement those offered by public schools. By talking with officials in the local schools you can determine how much use they make of the organizations.

ENLARGING THE SCOPE OF GUIDANCE RESEARCH

The emphasis upon research in the guidance program has been focused on follow-up studies and community occupational surveys. There is a need to extend the facilities of the guidance program for accomplishing additional research.

In many schools the guidance program administers a variety of tests. In line with its primary purpose, it uses the results with individual pupils. There are additional uses for these test results, but the data must be summarized before they can serve these purposes. The guidance program has a clear-cut responsibility for making these data available to the school. An example of this type of research is reported by the North Arlington Schools, North Arlington, New Jersey.[11] The results of English and reading testing in grades 7 through 12 were summarized. The data were presented in tabular form. The significance of each table was pointed out. For example, the counselor's report stated:

> A study of the above figures shows that there has been an improvement in the total reading picture. However, two areas indicate much need for improvement. The mechanics of expression test results are below average. Also the vocabulary section of the reading test points out a problem on the senior high school level.
>
> Sometimes I question the value of the statistical reports I make on the results of our testing plan. Certainly, unless we intend to improve the weak spots, they have little value. Our greatest concern is to assemble the test results for each individual. Those who fall in the lower brackets need much special attention. Careful scheduling of these students must be made and the content of the course has to be adjusted to their needs. . . . All students who fell below the 50th percentile were given a second test to determine the actual grade level. This was done to help us plan our program for the reading laboratory next year as well as to convince those with a reading disability that something should be done about it.

The North Arlington guidance program made a study of the number of pupils leaving school before graduation over a seven-year period. The basic data for this study were available from the files because the guidance staff regularly checked on all pupils dropping out of school. The seven-year study identified the trend of the dropout rate. A valuable index to the efficiency of the school in meeting pupils' needs was thus supplied.

Surveys of pupils' opinions are made by some guidance programs. Ordinarily, these opinions are obtained at the same time pupils complete personal data blanks. The guidance staff of the Naperville High School[17] asked pupils such questions as these: "Do you plan to graduate from high school? Do you plan to attend college? What do we need at N.H.S.? What are the good things about N.H.S.?" The answers to these

and similar questions were summarized and presented in a one-page bulletin for teachers.

Personal inventories have been used to get an indication of the kinds of problems which pupils have. The Ogden Public Schools,[14] for example, found that of the 188 seventh-grade pupils, 113 worried about tests and 100 of them wanted to learn to dance. Twenty-two Ohio high schools in a cooperative project administered an opinion poll to their pupils.[22] The check list invited pupils to react to various aspects of their school experience and to indicate what some of their problems were. Typical of the items included are these: "Does your school have the courses you think you need?" "Do you know what job opportunities there are in your community?" The results of the poll have been used to identify needed services.

The Buffalo schools[25] for a number of years have surveyed the educational and vocational objectives of high school seniors. The Great Neck schools[34] summarized the number and types of schools of higher learning attended by high school graduates. A study of the work experience of pupils enrolled in schools was conducted by the Department of Guidance and Research of the Board of Education of Washington County, Maryland.[9]

The Santa Ynez Valley Union High School[19] surveyed out-of-school recreational activities of youth in Santa Ynez Valley. The school in this case used the research know-how of the guidance program to serve the community—a notable step toward making the school a community service.

Some schools find it helpful to survey their student bodies to determine the prevalence of pupils with special problems, such as mental retardation, emotional disturbance, physical handicap, or predelinquent behavior. Such surveys should yield data about the numbers as well as the nature of disabilities. These data enable the school to make adequate plans to meet the needs of these pupils.

Other guidance research studies might deal with items from the following:

1. Effectiveness of various kinds of counseling with pupils with certain problems
2. Identification of pupils with special talents, such as high mental ability, artistic aptitude, mechanical skills, and so forth
3. Survey of how the guidance records are used
4. Tabulation of the counselor's daily work load, in order to determine type of pupils with what kind of problem seek the counselor's help
5. Which pupils are referred for counseling, and by whom they are referred

6. How the occupational information file and bookshelf in the library is used

7. Who in the school helps pupils find jobs; how many pupils are employed; how these jobs are related to school experiences

8. Which pupils participate in extracurricular activities; what do nonparticipating pupils do for relaxation

The list of possible studies is almost endless. The ingenious guidance worker will have no difficulty in devising dozens of studies which will contribute information that can be used to improve guidance services. In most instances, the crucial question deals with the conviction of the guidance worker regarding the value of research. If he believes in research and the provision of data basic to school and community planning, he will assign it a high priority among his many activities.

THINKING IT THROUGH

Consult a recent issue of one of these journals: the *Personnel and Guidance Journal*, the *School Counselor*, the *Vocational Guidance Quarterly*. Identify one article that deals with a school guidance program. Complete the following outlines after reading the article:

1. Title of study
2. Author(s)
3. Publication reference
4. Purpose of study
5. Sample population or setting for study
6. Major findings
7. Conclusions by writer
8. Your application of these conclusions to the guidance program
9. Your statement of how the study might be improved

What is the value of the guidance program? Evaluation procedures are designed to answer this question. The task is a difficult one; the many ramifications of the problem would fill several volumes. But despite its complexity, careful evaluation should be provided by every guidance program. One can argue that, like it or not, every guidance program is evaluated to some extent. The teachers judge its effectiveness in working with certain pupils. Parents value it to the extent that it helps their sons or daughters. The principal evaluates the program in terms of its services which come to his attention. The counselor judges its worth from his feelings of satisfaction with the program. But in this book, evaluation is used to mean more intensive study of the effectiveness of the guidance program than random observations.

A variety of techniques for evaluating the guidance program has been used. In a bulletin of the U.S. Office of Education, seven major techniques are described.[5] One of the techniques which has been widely

A SELF-STUDY GUIDE FOR HIGH SCHOOL GUIDANCE AND COUNSELING PROGRAMS

Directions: Study the local high school guidance and counseling program in terms of the fifteen characteristics listed below on the five-point scales. Place an "X" on each of the fifteen scales at the point which best describes your local practice.

	Inadequate	Moving toward the Minimum or Essential Practice	Minimum or Essential Practice	Moving toward the Extended or Potential Optimum Program	Extended or Potential Optimum Program
1.	1	2	3	4	5
	Teachers have given little thought to the problems and needs of pupils. They are uninterested in any extension of the school's guidance program. All emphasis is on subject mastery.		Teachers are concerned with the needs and problems of pupils. The staff has carefully considered the purposes and the organization of the guidance program. The need for competent counseling has been cared for. Most of the staff are interested in helping to develop a better guidance program.		Studies have been made to discover the needs of pupils and the services the school should render. The entire staff participates in establishing guidance services. The parents and representatives of community agencies participate. There is general understanding and cooperation with the assigned counselors.
2.	1	2	3	4	5
	Identifying data, attendance records, and scholastic achievement records are maintained for each pupil.		Comprehensive cumulative records containing health, psychological, socioeconomic, and other essential information are maintained for each pupil.		A comprehensive cumulative record containing "minimum essential" plus additional information is maintained for each pupil during and after his stay in school.
3.	1	2	3	4	5
	All information which teachers have about pupils is that which they secure directly from pupils.		Minimum essential information about pupils is accessible to teachers on cumulative records maintained in the school office.		Provision is made whereby each teacher is encouraged to use the complete minimum essential information about each of his pupils.

4.

1	2	3	4	5
Person in charge of program has had no formal training in the field of guidance.		Person in charge has had some formal training in field of guidance but has limited ability in use and interpretation of tests, vocational information for youth, and in the field of mental hygiene.		Person in charge considers guidance a vital part of the school program. He is well prepared in psychology, mental hygiene, and character education. He has a thorough and sympathetic understanding of and ability to work with adolescents. He knows working conditions, requirements, opportunities, and training for various occupations. He has skill in use and interpretation of tests. He has made an extensive study of guidance as a factor in the educational program.

5.

1	2	3	4	5
School has no planned program of guidance. No teachers are given time free of classroom teaching for the purpose of counseling students.		School has attempted to develop a program of guidance. Part of the teachers are used. Counselors are provided but inadequately so. Agency such as home room is used to some extent.		School has a carefully planned program of guidance. All staff members are used to the extent of their ability and each knows his place in the whole plan. Full-time counselors are provided in ratio 1:500 pupils. Adequate consultation service is available for assistance in dealing with special problems.

6.

1	2	3	4	5
There is no in-service training program to develop teachers in the field of guidance.		An attempt is made to give information to the members of the staff although there is no organized program for doing so.		There is a well-planned in-service training program. Faculty meetings, discussion groups, and individual conferences are devoted to this topic. Adequate reading materials are put in the hands of the staff. Summer school courses in guidance are strongly recommended.

	Inadequate	Moving toward the Minimum or Essential Practice	Minimum or Essential Practice	Moving toward the Extended or Potential Optimum Program	Extended or Potential Optimum Program
7.	1	2	3	4	5
	No organized plan for counseling has been considered. The staff does not feel that an organized plan is needed. Counseling is carried on as a "catch as catch can" procedure.		An organized plan for counseling has been developed by the staff. Some staff members have become assigned counselors. The school is attempting to provide more adequate data about pupils. The assigned counselors have some time for this assigned counseling.		A carefully planned program of counseling has been developed after ample staff participation. Competent counselors have been assigned. Time, facilities, and materials are provided. A planned testing program adds to cumulative data about pupils. Counselors have time to work with teachers, parents, and community agencies. Community resources are used. All teachers feel a responsibility for helping pupils.
8.	1	2	3	4	5
	Classroom teachers assume no responsibility for the counseling and guidance of their own people.		Classroom teachers recognize the inherent potentialities for counseling and guidance in classroom situations and utilize these as the opportunity arises.		Classroom teachers consistently plan instruction to make classroom work contribute maximally to the counseling and guidance program.
9.	1	2	3	4	5
	Teachers operate within the framework of an established curriculum which is accepted by them.		Teachers constantly contribute suggestions for revision of the curriculum in terms of studied pupil needs.		In addition to "3," teachers have assigned responsibility for critical study of the community and of pupil needs as a basis for continuous curriculum change.
10.	1	2	3	4	5
	Community resources have not been surveyed, analyzed, and coordinated with the high school guidance and counseling program.		Services of community organizations, agencies, service clubs, and institutions are used in the guidance program; data on community educational		Parents, employers, and other citizens understand how community resources are used in the guidance and counseling program; special educational and vocational conferences are carried on through assistance of citizens in the community;

		and vocational opportunities are secured and used; requirements for satisfactory community life are furnished pupils, teachers and assigned counselors study and use community resources.		community occupational surveys are made; work-experience opportunities are adapted to needs of boys and girls; follow-up surveys are made to determine what happens to former high school pupils; community employers cooperate with the school in placement of boys and girls; counseling services are available to out-of-school youth.

11.

1	2	3	4	5
Promotion cards and activities and the transfer of pupil records comprise the orientation activities for pupils to classes, school, and colleges and universities.		Principal and assigned counselors assist pupils new to the high school to make proper adjustment; materials about the "receiving" school are furnished pupils in the "sending" school; precollege guidance begins as early as the ninth grade; employment and community needs are provided pupils on a continuous basis; school marks are the only criterion for student awards.		Parents and all staff members participate in preorientation program of sending school and orientation program of receiving school; community resources are used in helping pupils to adjust to activities beyond high school; high school has a planned program for visitation of, and counseling by, college and university representatives; scholarships are awarded on the basis of objective evidence and a planned program of committee study.

12.

1	2	3	4	5
High school assumes little responsibility for placement of pupils and school leavers in gainful employment; records on graduates which are furnished colleges and universities are primarily confined to information on school marks.		High school assumes some responsibility for assisting pupils and school leavers to obtain and enter upon gainful employment; employers are encouraged to cooperate with the school in placement of pupils and school leavers in jobs; some information on community and occupational needs are given pupils.		Principal or designated staff member is responsible for placement service; a coordinated plan of referral for employment is in operation; employment needs are disseminated to pupils and staff; school schedules of pupils are adjusted to meet employment needs; parents are consulted concerning part-time employment of sons and daughters; some follow-up takes place.

	Inadequate	Moving toward the Minimum or Essential Practice	Minimum or Essential Practice	Moving toward the Extended or Potential Optimum Program	Extended or Potential Optimum Program
13.	1	2	3	4	5
	No special studies are made to determine adjustments of pupils to high school and post-high-school activities.		Special studies concerning adjustments by pupils to high school and post-high-school activities are conducted only when needs arise; no visitations are made to places of employment or institutions of higher learning to determine post-high-school adjustment.		A planned program of follow-up studies is in progress; a plan of coordination contributes to studying post-high-school adjustment; the counseling program helps to determine in-high-school adjustment of pupils.
14.	1	2	3	4	5
	Staff has not appraised the aims, practices, and outcomes of the guidance and counseling program.		Staff has studied and developed a list of the basic elements in the local guidance and counseling program in terms of essential practices; pertinent data obtained through the guidance and counseling services are used for pupil or school program adjustment.		Staff has studied and developed a list of guidance practices beyond the basic elements; studies are made to determine successes and failures of the guidance and counseling program; pupil reactions to guidance services are used in an appraisement; parents and other citizens of the community understand and cooperate with school in development of guidance services.
15.	1	2	3	4	5
	Educational, vocational, and personal adjustment of pupils is incidental; pupil data are inadequate for pupil-teacher counseling.		School schedule of pupil is made after counseling takes place concerning individual interests, abilities, capacities, and needs; pupils are given an opportunity to make short- and long-range educational, vocational, and personal plans.		Pupils discover special abilities and aptitudes through participation in varied educational activities; each pupil is counseled regularly, and periodic "check-ups" are made about his plans and characteristics; pupils are oriented to each educational step; pupils are assisted in taking the next step beyond high school; school leavers are encouraged to return to high school for counsel.

used employs external criteria. In this case, standards are formulated by persons not connected with the school being evaluated. The school then checks itself against these standards. The rating scale entitled A Self-study Guide in High School Guidance and Counseling Programs[1] can be used to evaluate a guidance program. Examination of the scale, which is reproduced on pages 344–348, will reveal its applicability for this purpose.

The well-known *Evaluative Criteria* of the Cooperative Study of Secondary School Standards is another example of external criteria. These evaluation forms have a special section devoted to guidance services.

A committee of state supervisors of guidance services has prepared a set of criteria for evaluating guidance programs.[3] It can be used in much the same way the *Evaluative Criteria* is employed, but has certain advantages because it is confined to guidance work.

External criteria, in the final analysis, have limited usefulness for true evaluation. They appear to be excellent in-service training devices. Numerous persons have reported salutary effects on teachers and administrators who have gone through the steps in completing guides like the one reproduced. But in-service training is not the only object of evaluation, albeit a desirable by-product. A major reason for evaluating the guidance program is to discover steps which can be taken to improve it.

THINKING IT THROUGH

Make an appointment with a school counselor, vice-principal, principal, or superintendent to discuss the guidance program in his school.

Use the check list on pages 344–348 to help you prepare an interview guide. At the end of the interview, use the check list to evaluate the guidance program.

What are the good features of the check list? weaknesses? How would you improve it?

How should a school evaluate its guidance program? No stock answer can be given. It must devise procedures which are within the limits of the capabilities of its staff and available resources. Erickson and Smith list the following studies which can be used to evaluate various aspects of the guidance program:[4]

1. Study the number of dropouts and see whether or not the number is being reduced. Also, analyze the causes for these dropouts.

2. Study the appropriateness of pupils' school programs as related to their ability, interests, and future plans.

3. Study the number of pupils who have planned their vocational futures and consider the reasonableness of these plans.

4. Study the college-going pupils—the accuracy of their information about college, the accuracy of their college choices.

5. Study the number of problems still found by pupils.

6. Study the relationship between educational and vocational plans and actual activities engaged in after leaving school.

7. Follow up former pupils to secure their reactions to the guidance program.

8. Ask parents, employers, and other citizens of the community to react to the guidance program.

9. Determine the extent to which pupils are working up to their abilities.

10. Measure the pupils' reactions toward their school activities.

11. Measure the amount and accuracy of pupils' information in regard to the offerings of the school.

12. Measure the amount and accuracy of pupils' occupational and training information.

13. Measure the pupils' information about guidance agencies and resources in the community.

14. Measure the amount of pupil failure in the school program and any trends in the reduction of failure.

15. Make an analysis of pupil's reasons for their curricular and their vocational choices.

16. Study the effectiveness of the school in placing pupils in subjects and on jobs.

17. Study the program of part-time employment and work experience, to measure the adequacies of this part of the educational program.

18. Survey the cumulative records: availability, use, completeness, accuracy.

19. Study the testing program to determine purposes, comprehensiveness, use by entire staff, etc.

20. Measure the participation of the subject teachers: the educational and occupational information that they furnish to pupils, their attempts to help pupils, their participation in furnishing information about pupils, their interest in improving the instructional program, the extent to which the special abilities of the staff are being used in the guidance program.

21. Study community resources, to determine the extent in which they are being wisely used by pupils.

22. Make an analysis of the reactions and the problems of parents.

23. Study the relative stability of the educational and vocational plans of the pupils.

24. Study the counseling program: Do all pupils have counselors? Are all pupils being cared for? Is the counseling itself being competently carried on?

25. Consider whether adequate counseling time is provided and whether

the facilities (rooms, records, etc.) are adequate for the program of individual counseling.

26. Study the materials in the library: are there ample educational and occupational information materials attractively and easily available?

Studies of the types suggested by the twenty-six questions above have been made in many schools. The Carpenteria Union High School, Carpenteria, California,[18] evaluated its group guidance by having teachers and counselors list all the desired objectives. After the listing was completed, each teacher was asked to indicate the objectives to which the courses he taught made a contribution. Further, they were asked to state if they had a special unit to meet the objective or if the instruction was incidentally introduced. The resulting chart indicated that there was considerable overlap on some objectives and some were not touched on at all. The summary provided a sound basis for suggesting changes.

A career day in Summit County, Ohio,[21] was evaluated by asking pupils, teachers, and the guest speakers to rate the activities in which they participated. It was found, for example, that 66 per cent of the speakers were considered satisfactory. This information can be used in selecting speakers for the next career day.

A new course in orientation, occupational information, and psychology was studied at Roosevelt High School[15] by asking parents and pupils to rate it and to make suggestions for its improvement.

The examples cited above placed heavy emphasis on the opinions of teachers, counselors, pupils, and parents. To the extent that their opinions are indicative of the real worth of guidance services they are of value. But it must be recognized that they may not be suitable criteria for establishing the strengths and weaknesses of the program.

The most difficult aspect of an evaluative study is the selection of criteria. When is a guidance program good and when poor? Is it of equal value to all pupils? If not, how can its value to each pupil be determined? These are but a few of the knotty questions which accompany the selection of criteria. Guidance workers have not found a satisfactory answer to these and similar questions; nor do many purport to know the answer. But most believe that the value of any criterion can be judged by a single standard: "How well does this criterion measure the effect of the guidance program on pupils' behavior?" The guidance program's primary objective is to help youth make wise use of their opportunities. All other objectives are subordinated to helping pupils. Therefore, criteria for evaluative studies must reflect the extent to which the guidance program is attaining its objective. The ultimate criterion must always be: "Has the guidance program had a wholesome effect on the lives of boys and girls it serves?"

SUMMARY

The guidance program must conduct research to obtain data needed to discharge its functions. Follow-up studies and community occupational surveys are among the most important guidance researches. But their findings have implications for the total school as well as the guidance program. Whenever the guidance research activities yield data of import to others, counselors have an obligation to share their findings.

At times the guidance program is called upon to do research for other phases of the school. Ordinarily, it must accept this responsibility because its personnel are usually the better prepared among staff members to conduct certain studies.

Because a knowledge of the worth of present practices is requisite to their improvement, the guidance program must assay the worth of its activities. Evaluation is the cornerstone upon which improved guidance programs are built.

SELECTED READINGS

Baer, Max F., and E. C. Roeber, *Occupational Information: Its Nature and Use,* Science Research, 1951.

The follow-up study is discussed in Chapter 10 of this book. Chapter 11 is concerned with community surveys. Each of these chapters is a practical how-to-do-it consideration of the topic. Both are highly recommended to the reader who is faced with the task of conducting a follow-up study or community survey.

Why do these authors think it important for a school to conduct follow-up studies and community surveys?

How would they involve present students in the studies?

What is your reaction to their suggestions for interpreting and publicizing the findings?

Byram, H. M., *Vocational Education and Practical Arts in the Community School,* Macmillan, 1956.

Three chapters of this book are especially relevant to the guidance program's survey of its community. Chapters 1 and 2 place the school in the community and provide a rationale for the school's study of its environment. Chapter 25 outlines in a step-by-step manner the conduct of a community survey.

Chapter 25 is specifically oriented to determine the needs of the community for vocational education. How would you alter the procedures to them appropriate for studying the guidance needs of a community?

Jahoda, M., M. Deutsch, and S. Cook, *Research Methods in Social Relations,* Part One: Basic Processes, Part Two: Selected Techniques, Dryden, 1951.

This two-volume publication is full of ideas which the counselor interested

in research can use. The author uses it as a text in his research seminar in guidance and recommends that his students keep their copies for ready reference when they are employed as guidance workers. If you do not have time to read carefully, at least scan these volumes so that you will be familiar with what they contain.

How do these authors characterize the "research process"? After reading their discussion of formulation of research problems, try to formulate a study which could be carried on in an individual school.

SOURCES OF INFORMATION

Secured from Published Materials

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8. Zapoleon, M. W., *Community Occupational Surveys,* Government Printing Office, Washington, 1942, p. 3.

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9. Catherine Beachley, Board of Education of Washington County, Hagerstown, Md.
10. C. R. Beck, Counselor, Washington High School, Sioux Falls, S.D.
11. Isabelle Capwell, Counselor, North Arlington Schools, North Arlington, N.J.
12. The late Dr. R. Floyd Cromwell, State Supervisor of Guidance Services, Maryland State Department of Education, Baltimore, Md.
13. Thomas J. Downey, Coordinator of Pupil Personnel Services, North Park School, Lockport, N.Y.

14. Glenn Eklund, Counselor, Ogden Public Schools, Ogden, Utah.
15. Ivah Wilson Feiteira, Chairman, Guidance Committee, Roosevelt High School, Honolulu, Hawaii.
16. Estelle E. Feldman, Director of Pupil Services, Department of Education, City of New Haven, New Haven, Conn.
17. Angeline Gale, Counselor, Naperville Public Schools, Naperville, Ill.
18. Fred J. Greenough, Carpenteria Union High School, Carpenteria, Cal.
19. Hal W. Hamm, Principal, Santa Ynez Valley Union High School, Santa Ynez, Cal.
20. Mary G. Harrington, Director of Guidance, Chicopee Public Schools, Chicopee Falls, Mass.
21. Janice E. Harris, Director, Psychological and Guidance Services, Summit County Board of Education, Cuyahoga Falls, Ohio.
22. George E. Hill, Professor of Education, Ohio University, Athens, Ohio.
23. William T. Jaques, Counselor, Hastings High School, Hastings, Neb.
24. J. Milton Jeffrey, Counselor, Madison Schools, Madison, Conn.
25. Joseph Manch, Associate Superintendent, Board of Education, Buffalo, N.Y.
26. Helen S. Neal, Counselor, Hampstead High School, Hampstead, Md.
27. Donald J. Nelson,
28. Mildred C. Perrin, Guidance Director, Newark High School, Newark, N.Y.
29. E. E. Pogar, Director of Guidance School District of Abington Township, Abington, Pa.
30. Joseph Ropele, Director of Guidance, St. Joseph Public Schools, St. Joseph, Mich.
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32. D. T. Stillwell, Principal, South Fork School, Winston-Salem, N.C.
33. R. E. Utke, Guidance Director, Moorhead Public Schools, Moorhead, Minn.
34. C. Everett Woodman, Chief Counselor, Great Neck High School, Great Neck, N.Y.
35. Mary Zabriskie, Counselor, Bloomfield High School, Bloomfield, Conn.

16 GUIDANCE SERVICES IN ELEMENTARY SCHOOLS*

THE GUIDANCE PROGRAMS IN OPERATION in elementary schools are much less common than those in secondary schools. It is because of this unfortunate situation that such programs have been singled out for special treatment in this final chapter. The principles, policies, and many of the practices described in earlier chapters of this book are equally appropriate in either elementary or secondary schools. For some reason, however, they have not found as ready acceptance in the former as in the latter type of school.

HISTORY

The idea of having specialized guidance personnel and services in the elementary school is as old as having them in secondary schools. In 1909 counselors were first appointed in the Boston schools. One counselor was assigned to each elementary and each secondary school. During the decade which followed, increased interest in guidance brought about the establishment of similar programs in more than a dozen cities. After the First World War, both lay and professional interest was stimulated by the group tests developed by the Army. Such tests of mental ability and other characteristics were widely accepted.

Unfortunately, in many situations group testing was identified as being almost synonymous with guidance. In time, when the limitations of group tests were widely recognized, their use was sharply curtailed. With the prevalent distrust of tests came a corresponding lack of faith in the guidance movement, with a result that guidance activities in

* This chapter was written in collaboration with Frank L. Sievers, Chief, Guidance and Personnel Section, U.S. Office of Education.

schools lagged. The distrust of guidance activities was pointed out by Brewer when he noted that only one new guidance department was established in a metropolitan area during 1926 and none in 1927, despite the economic prosperity prevailing at the time.[3]

The interest in guidance was not dormant long. It was a movement that grew out of the needs of the day, and these could not go unmet. Smith has identified the following factors which also contributed to a reawakening of interest in guidance:[12] (1) Secondary schools were attended by a greater portion of school-age youth. The character of their student body changed. (2) The differences among pupils were more clearly recognized as the psychology of individual differences become more widely understood. Because more youth stayed in school, their differences became more pronounced. (3) The world of work became more complex as inventions and technological changes made more specialized demands of the labor force. (4) The proliferation of offerings in schools was brought about by the need to provide suitable education for greater variety of pupils and to meet many responsibilities previously carried by home and church. (5) Theories and facts concerning child growth and development, which became more numerous, placed additional responsibilities on the school. (6) Tests were improved, with the result that their range of usefulness was greatly increased. (7) Socioeconomic conditions during the Great Depression pointed up youth's need for specialized help in planning for and finding a productive place in society. (8) The Second World War and the period of economic growth following it demanded a better utilization of manpower.

CONFLICTING VIEWS

The factors which influenced the reawakening of guidance activities appear to have had a different effect on secondary schools from that on elementary schools. In the secondary school, as pointed out in earlier chapters, the development of guidance activities has been vigorous. Teachers have been assigned guidance responsibilities, but not to the exclusion of a counselor with specialized functions; the differentiation between guidance and curriculum has become clear cut (too much so in many schools) and a set of services with an accompanying body of knowledge and techniques have been developed. In short, guidance services and personnel are identifiable in the secondary school. Unfortunately, this is not as true in elementary education. Here we find conflicting theories about the nature of guidance, the personnel to whom responsibility should be assigned, and a host of other aspects which are fairly well settled on the secondary level. In subsequent paragraphs, some of the major conflicts will be summarized briefly.

THINKING IT THROUGH

Before you read further, take a few minutes and list the duties which are typically assigned to a counselor in a secondary school. Now check those duties which you think should be assigned to some person in an elementary school. At this time it is not necessary to decide to whom the duties should be assigned.

In what ways are the guidance duties of the secondary school different from those of the elementary school?

In the following sections of this chapter, certain issues which are basic to the assignment of guidance duties will be considered. The assignment of guidance responsibilities is influenced by the way in which these issues are resolved in any school.

Education as Guidance

Many statements concerning guidance services in elementary schools lack the precision which is characteristic of writings in the secondary field. Some writers contend flatly that education is guidance, others argue for a permeation of the guidance philosophy into all phases of the educative process, and still others hold a more constrained point of view by maintaining that guidance is an integral part of all efforts to educate.

Helen Heffernan, as long ago as 1938, subscribed in these words to the thesis that education is guidance at the elementary level:

> Education must take the child where he is and help him to make increasingly more effective adjustments to his environment. The process by which education helps children to become happy, wholesome, self-controlled, self-directed, and socially minded persons is called guidance. The purposes of guidance and the purposes of education are identical because education is guidance.

Other writers have subscribed to the same point of view in words such as these:[9] "In general, it may be said that in most elementary schools guidance has not emerged as a concept separate from the instructional process." Davis, using the term "personnel" as a synonym for "guidance" stated:[6] "The personnel program is just another name for an intelligently conceived program of education."

Holding the concept that guidance is education is not an unmixed blessing when one is faced with the task of assigning guidance responsibilities. With such a definition of guidance, the identification of specialized techniques for assisting pupils with their unique problems of adjustment becomes extremely confused. Are such techniques limited to those available for use in the classroom? Or may one also include the techniques used in extracurricular activities, which are a part of

education? How does one train personnel or recruit them for such broad positions implied by the definition? Larson, in commenting on the confusion in terminology, stated:[8]

> All this made "guidance" a rather theoretical, broad and intangible concept. It then was synonymous with all that was good in education. To talk or study about "guidance" really would imply that we would talk about or study again all that was good in the entire range of educational thought and practice. This concept of "education as guidance" has, I'm sure had some positive effects in helping us to improve some of our educational procedures but at the same time it tended to make "guidance" a highly philosophical, broad and confusing concept.

Apparently, those who consider education as guidance have not surrounded the term guidance with a set of specifically defined objectives, techniques, personnel, or responsibilities, but rather have identified it with a point of view. This is demonstrated in a typical quotation from Zirbes:[16]

> Childhood education has much to gain from a fuller acceptance of the guidance approach. It is the heart and substance of the role of the modern teacher. Attitude and habits are ways of responding to experience. Education can do no better than to provide and guide experiences through which developing personalities are structured and matured in their responses to the challenge of the worth-while values.

The essence of the point of view as set forth by Zirbes and others seems to be that guidance is directing and planning the pupil's activities in such a way that he will develop certain skills, understandings or attitudes. The implication of directing, or taking over the management of a pupil's life is, of course, antithetical to the concept stated earlier in this book that guidance is proffered but not imposed assistance.

The Teacher as the Guidance Specialist

The picture of guidance in the elementary school is blurred by those who contend that the teacher is a guidance specialist. Such a contention follows logically from the idea that guidance is education, which makes it nearly impossible to distinguish the teacher's guidance role from his other roles as a teacher.

What are the reasons for making such distinctions? The major reason is to ensure that the pupil has at his behest those guidance services which are essential to his well-being. The services must be clearly identified before their presence or absence can be noted. This cannot be done when they are lost in the haze of "just good teaching."

A second telling reason for identifying a teacher's role is to make it possible to plan his preparation for the specific duties encountered on

the job. The fundamental place of job analysis in planning training programs is widely accepted in business and industry. Its usefulness has been attested to by the success of countless training programs. Willey highlighted the need teachers have for specialized training.[15]

> This . . . requires specific and careful preparation. The first step in this preparation is to understand the nature of the guidance process; this essentially means the understanding of the child. The child cannot be understood without being aware of the deviations from normal tendencies and the behavior symptoms of physical, mental, and emotional disturbances. Individual differences in capacities, needs, and interests must be recognized in children of all ages. Needless to say, the teacher must be acquainted with the skills in measuring and determining these differences.
>
> The teacher must, then, learn to interpret scientific data and employ such techniques of observation as time-sampling, descriptions and other forms of anecdotal records. She should have specific information useful in helping pupils to solve some of their common problems. Effective guidance requires maintenance and utilization of objective cumulative records, diagnostic procedures, preventative measures. All of these demands make it essential for the teacher to study some specialized education in child psychology, mental hygiene, and guidance techniques.

The magnitude of the guidance role assigned to teachers by Willey is staggering. One cannot argue that it would not be desirable for all teachers to have such training. But it is unrealistic to expect them to be fully qualified in all the areas listed.

Further, the guidance role of the teacher must be identified in order that he may know and understand his role. Brimley, in a study of 227 elementary schools, found that less than half the staff members fully understood their guidance responsibilities.[4]

Three reasons for delineating the teacher's guidance duties have been presented. Underlying these reasons is the belief that teachers do have a meaningful and significant place in the guidance program, but they are not the only guidance functionaries in the elementary school. Later in this chapter, the thesis will be developed that the guidance activities of teachers need to be supplemented by other staff members.

THINKING IT THROUGH

If possible, arrange with the principal of an elementary school to spend several hours observing one teacher in her classroom. If you cannot make such an observation, perhaps you will be able to have an interview with an elementary teacher. After you have done either of these, think about the following questions.

What activities make up the teacher's day? Which of these are concerned with the unique needs of individual pupils?

How many opportunities does the teacher have for private interviews with pupils?

What data concerning pupils are available to the teacher? How does he use these data?

The authors planned this experience in the hope that it would heighten your awareness of the tremendously busy day of an elementary school teacher. Has it done so? Did it help point up the need for guidance workers to assist teachers in elementary schools?

Secondary Guidance Program for Elementary Schools

The third confusing theory to be discussed here concerns the similarities between guidance programs in secondary and elementary schools. Although services for the elementary school as well as the secondary school were included in the first guidance program in the United States, progress in the former has lagged behind that in the latter. As stated earlier, this lag is owing at least in part to the conflicting theories regarding the nature of a desirable program for the elementary school.

Some writers have advocated a borrowing for the elementary school of the techniques, objectives, and allocations of responsibilities found at the secondary level. Berger has pointed out that "it is unfeasible to borrow techniques from secondary guidance programs for application within the elementary school without careful evaluation of basic principles that already exist."[2] Cottingham, in 1953, joined the objectors by stating that "the pattern of services usually described for the secondary school is inappropriate. Instead one might view elementary guidance as a series of approaches, or perhaps service areas, aimed at meeting the unique adjustment needs of elementary school youth."[5]

There is a need for close cooperation between the guidance programs in elementary and secondary schools. But this is quite different from saying that a secondary program should be imposed upon the elementary school. There are some who believe that the secondary "guidance services should be an extension of those begun at the elementary level."[10] The relationship between the two must be close, but each must develop services and assign responsibilities in the light of the specific needs of its pupils.

Illustrations of the kind of relationships which should exist are numerous. A handbook published by the Virginia State Department of Education states that the teachers in the elementary schools must cooperate with the secondary school so that children may progress from one school to the other without undue disruption. Also, the need for cooperation to smooth the way as the child advances from grade to grade within a school is pointed out. There are many ways in which "elementary teachers can assist in providing information not only on records, but

also in individual and group conferences. They can also help by providing opportunities for children to find out what the high school has to offer. They can arrange for children to have some contacts with high school staff members before they leave the elementary school."[14]

Semantic difficulties contribute to the confusion about the appropriateness of various guidance services at the elementary and secondary levels. An example will clarify the point. At the secondary level, providing occupational information generally is considered an essential guidance service. This information is usually quite specific and is provided to assist the recipients in selecting an occupation. High school pupils want to know how to enter an occupation, where one gets the training for it, and how much it pays. The counselor has a key role in helping pupils obtain and analyze such information. He is assisted by the teacher, the librarian, and resource persons drawn from the community. In the elementary school there is a need for a different kind of information; nevertheless it, too, is occupational. At this level we hope to supply information and experience which will contribute to desirable attitudes concerning the dignity of all jobs, the need for good work habits, and probably general information about fields of work. The task of helping pupils acquire appropriate information and experience usually is assigned to the teacher. If one were to argue that the occupational services of the secondary school were not suited to the elementary school he would be correct. But if he were to argue that occupational information was not needed at the elementary level, he would err. Unfortunately, the failure to recognize that a variety of services, each appropriate to the educational level at which it is used, can be subsumed under a single term ("occupational information," for example) has unnecessarily interfered with the orderly development of a comprehensive set of guidance services for grades 1 through 12.

THINKING IT THROUGH

When a pupil enters the first grade, he has a number of needs. Some stem from his own desire for greater maturity, others are imposed on him by adults who expect more mature behavior. Make a list of the typical needs of first-grade pupils.

Which of these needs can be met by the curriculum? Which require specialized guidance services?

Some of these needs may persist for several years. As the child develops, he will have additional needs. Because the needs of youth at various ages differ, the curriculum and guidance program must reflect the changes in the needs of pupils served.

Can you give other illustrations of the change in emphasis or nature

of guidance services at various levels, in addition to that of the occupational information service given above?

So far, this chapter has built a case for guidance services in elementary schools. It has pointed out that such services have lagged behind their development at the secondary level because guidance was mistakenly identified as being synonymous with education, the teacher was assigned (theoretically, at least) duties which he could not carry out because he lacked the skills and time, and the nature of guidance services appropriate at various levels was not clearly defined, although the same terms were used at all levels. In the remainder of this chapter, a concept of guidance services appropriate for elementary schools will be presented. In this presentation, it will be noted that most of the services described previously in this book are recommended for the elementary school. This is not an attempt to superimpose a secondary program on the elementary school. Rather, it is an attempt to relate the widely accepted secondary-level terminology to needed services in elementary education. A common terminology can serve as a meeting ground for elementary and secondary educators who must plan a coordinated set of guidance services which meet the child's needs as he progresses through school.

CHARACTERISTICS OF THE ELEMENTARY SCHOOL

The elementary school has many characteristics which differ from those of the secondary school beyond the age of the pupils and the subject matter. Viewed historically, it is the "people's school," in contrast to the high school, which had its origin in the education of a few. Hence, a greater proportion of the parents of elementary school children have experienced the schooling to which their children are exposed. They, as parents, have traditionally participated in its activities. The age of their children is another reason for their closeness to school. As the child grows older, the variety of responsibilities and decisions which he can handle independently increases, and consequently parent participation decreases. In elementary schools, for example, it is common for a greater proportion of parents of first-grade children to be active in parent-teachers associations than those of sixth-graders. Because the child is young, the emphasis is, understandably, on the parent and the community, an emphasis which decreases in the upper grades because the child increases in control.

The teachers in elementary schools have a different training from secondary teachers. They have broad teaching responsibilities in reading, music, art, geography, arithmetic, and so forth—they do not specialize

in a single subject. Over the years they have come to look for help from a variety of specialists in health, art, music, testing, and other areas. The elementary teacher is a functional hub around which revolve the consultants in a way quite unusual at the secondary level.

The fact that the elementary teacher has the pupil for most of the day, and may have him for a year or two, creates a situation quite different from that found in secondary schools.

All these characteristics add up to the obvious conclusion that the guidance program in the elementary school must be defined in such a way that they are taken into account.

ELEMENTARY SCHOOL GUIDANCE SERVICES DEFINED

The nature of guidance programs has been described in earlier chapters of this book. It was pointed out that they are neither administrative nor instructional. Rather, they are additional services designed to meet the adjustment needs of youth. Because of certain conditions such as the large number of pupils assigned to each teacher, the highly specialized subject matter, and the need for realistic post-high-school plans, the secondary school usually finds it necessary to allocate guidance responsibility to certain staff members in addition to teachers. Ordinarily, these guidance staff members are called counselors. Even in those schools that depend solely upon teachers to carry the guidance program, the teachers are usually called teacher-counselors, and are assigned time for their guidance activities in addition to their classroom hours. The point is that the distinction between teaching and guidance is recognized in the provision of guidance time and personnel. In the following definition of guidance services in elementary schools, a similar distinction between guidance and instruction is made, even though the regular teaching and administrative staff may be utilized for guidance duties.[11]

> Guidance services in the elementary school consist of such processes as may be employed to supplement and strengthen the regular instructional procedures in determining and meeting the individual needs of children. They include methods of appraisal of behavior and development and systematic means for achieving and maintaining desirable pupil adjustment. As processes that work coordinately with the regular program of instruction, they are not necessarily conducted by personnel other than the instructional and administrative.

This skeleton definition will be provided with flesh in the discussion which follows. At this point, however, it should be noted that the implications of the definition are very broad. No guidance program worth its salt could ignore the fact, for example, that parents and community

agencies must be involved if it is to meet "the individual needs of children." At the same time, the definition allows for great variations in the ways schools meet these needs. Guidance programs in elementary schools take a variety of forms peculiar to the local situation, but they all stem from certain assumptions.

BASIC ASSUMPTIONS

The guidance services in all schools are founded on certain implied or explicitly stated assumptions. It must be assumed, first, that children as individuals, rather than children in the mass, constitute a proper concern of the school. The instructional staff may be concerned about the progress of the fourth grade as a group, and rightly so. But the guidance staff directs its attention to the adjustment of individual pupils within the fourth grade.

At all levels, it is assumed that the ultimate goal of guidance services should be to help the pupil develop competence in making adjustments without assistance. At the elementary level it is clear that this goal cannot be accomplished in all areas of living. (It probably is also impossible in the secondary school.) Nevertheless, the services should be designed in such a way that they assist pupils to progress toward the goal. They should, for example, help the child, within the limits of his ability and maturity, learn about himself, develop understandings of his capabilities and limitations, and effectively make decisions regarding his adjustment to himself and his environment.

Another assumption which must be made is that guidance services have a continuity for each child as he moves from maturity level to maturity level, teacher to teacher, and school to school. If they lack such continuity they can have meaning only in terms of the crises which they help to alleviate. Because they have continuity, guidance services in the elementary school provide the foundation for all later attempts to help pupils identify their characteristics, needs, and opportunities related to satisfactory adjustment. The importance of this is recognized when one remembers that, on one hand, much of a person's happiness and success originates in the favorable shaping of childhood experiences, and on the other hand, much later conflict and maladjustment stem from the neglect of the child.

The three assumptions which have been stated here apply with equal force to programs in secondary schools. This is an important fact, because they provide a common ground on which elementary and secondary school guidance workers can meet to plan for the continuity of services. It should also be recognized that guidance services at the two levels do not differ in objectives. Rather, the differences are found in

the preponderance of certain kinds of adjustment problems at the various levels and the guidance procedures which are appropriate for their solution. Had the real nature of the differences been recognized, much of the confusion which has slowed the development of guidance services in elementary schools might have been avoided.

THINKING IT THROUGH

These three assumptions have an underlying theme: the major task of the school is the prevention of adjustment problems rather than their cure. Too often the specialized educational services which are made available to elementary school pupils are concerned with the correction of deficiencies rather than with optimal development. Examples of such services are those provided by remedial reading teachers, speech therapists, or clinical psychologists. While the importance of correcting deficiencies cannot be denied, the necessity of doing more should not be overlooked.

In what ways can the guidance program in an elementary school prevent maladjustments?

ADMINISTRATIVE BASES FOR GUIDANCE SERVICES

Most of the administrative bases which have been stated earlier in this book are equally appropriate for the elementary school. Here it is necessary only to recapitulate a few of the more important principles. (1) The administrative head of the school has a leadership responsibility for promoting and providing staff and facilities for guidance services. (2) Policies governing the guidance program should emanate from the understanding and sympathetic participation of teachers, parents, and agencies for children in the community. (3) Responsibility for the guidance program should be centralized in qualified personnel. This principle is frequently violated in elementary schools. The organization of an elementary school usually is such that each teacher has a group of pupils for at least the major portion of the school day. During this time he has a variety of responsibilities: teaching reading, writing, and arithmetic; supervising play at recess periods; developing interest and skill in the arts; helping pupils acquire social skills, and so forth. In doing all these things, the teacher is left to his own devices, with the possible exceptions of a more or less structured curriculum outline and an occasional supervisory visit. In many ways the elementary teacher's position in his classroom is viewed as being analagous to "a man's home is his castle." And in light of the variations among teachers and groups of pupils, it appears desirable to give each teacher the freedom and its accompanying responsibility for teaching as best he can. It is, however, fallacious

to assume that because each teacher has much latitude in what and how the class is taught, the responsibility for the guidance program should also be left to the initiative of each teacher. The difference lies in the fact that each teacher can be presumed to be trained for teaching duties, but no such assumption can be made regarding his specialized training in guidance procedures. Further, when faced with curriculum problems, he can seek assistance from fellow teachers or from the administrative head of the school, who can usually draw upon his training and experience as a successful teacher for ideas and suggestions. But to whom can the teacher turn for help on guidance problems if guidance responsibility is not centralized in the hands of those qualified to assist?

One administrative principle which is particularly pertinent to the elementary school deals with specialized personnel coming into the school from outside agencies, as, for example, a school psychologist from a central bureau of the school system, a child welfare and attendance worker from the county school office, or a social worker from a family service agency. Such persons must recognize that while they are working in the school they do so under the direction of the administrative head, that as consultants they recommend rather than direct; and, further, their activities must be coordinated with those of personnel having designated guidance responsibilities. In a sense these "outsiders" become members of the school staff when they undertake to work in a school. They are bound to accept the usual limitations of a staff-member position and may, in turn, expect the amenities associated with it.

The use of specialized personnel from outside the school requires careful planning. For their most effective utilization at least two foundations must be established. (1) A routing of requests for assistance from teachers should be provided through some channel which will assign priority to them. Ordinarily, the amount of available assistance is much less than the demand. Hence, each school must ascertain how it can best use the specialized help. If the principle of centralized guidance responsibility is observed, persons acting in this capacity might logically be asked to review requests and establish priorities. (2) Procedures should be set up so that the work of the specialist will contribute to the in-service education of staff members. One county school office, for example, has a prescribed routine which is followed by its school psychologists who work with elementary schools. The requests are routed from the teacher, through his building principal, to the county office. Here they are assigned to a psychologist, who goes to the building and talks first with the principal and examines the school records. He then requests permission to visit the classroom to talk with the teacher and observe the child. After he gathers as much information as he can from the

teacher, he asks that the child be excused from the classroom for interviewing and/or testing. He may or may not visit the home, engage in additional observation or further discussions with the present and former teachers. As soon as he has gathered all of his data, he reviews them with the teacher. He discusses their meaning in terms of things the teacher can do to help the child. He does not confine his discussion to specific problems of the pupil, but whenever possible points out generalizations regarding child growth and development illustrated by the case at hand. By doing this, he contributes to the teacher's understanding of children. After this discussion, the psychologist prepares a brief memorandum outlining the major findings of his study and the plans for helping the child whom he and the teacher discussed. This memorandum is left with the principal. Within a week or two a full report of his study together with recommendations is mailed to the school. This report ensures against possible misunderstandings arising from only the oral discussions and the brief memorandum. The procedures used in this county are to be soundly commended, as the lack of similar ones in certain school systems is to be censured. The specialist who conceives his task as serving the child, and nothing more, sees only part of his responsibilities. Over the long haul, his greatest contribution will come from the improvement of the understanding and skill of the teachers.

TYPE OF GUIDANCE SERVICE NEEDED

The aim of all guidance services is to help the school adjust to the child and to help the child make satisfactory adjustments to the school and to life. As a child grows older, it is expected that he will also mature in his ability to make adjustments. Succinctly stated, the aim of guidance is self-guidance. The contribution which each guidance service makes to the accomplishment of this aim is the criterion by which it must be evaluated. Hence, guidance services in elementary school must be viewed from the perspective of their ultimate effect, as well as the resolution of an immediate problem. This can be illustrated by the case of Mary, a fifth-grade pupil. Mary's behavior in class is annoying to both the teacher and other pupils. She interrupts others while they are talking, she pushes and hits other pupils in line, and she makes faces when she thinks the teacher is not looking. One way of dealing with Mary might be to cow her by harsh disciplinary measures. Undoubtedly, if enough pressure were placed on her, she would give up those annoying symptoms. But it is more than likely that she would find other behavior to replace that which she gave up and would also retain the basic motivations and feelings which caused her annoying symptoms. The immediate gain of classroom behavior might not be worth the effect of

her retention of the causal motivations and feelings. Viewed from the standpoint of long-term effect, the more desirable assistance which might be given Mary would involve a toleration of her present symptoms while their causes were being discovered and she was helped to deal with them in a constructive way. This kind of assistance would probably require not only the intelligent and sympathetic participation of her teacher, but also the cooperation of someone having more time and guidance skill.

The case of Mary also illustrates a fundamental characteristic of guidance service at the elementary level. They should place heavy emphasis on the early detection of children who have difficulty in making satisfying and socially acceptable adjustments. Such emphasis will contribute to the prevention of more serious maladjustment at a later date. The reading-readiness tests will illustrate the point. If a child is unable to distinguish letter forms or if he does not have a satisfactory oral vocabulary, the task of learning to read will appear to him as insurmountable. If he is forced to read before he is ready, he is likely to develop an unwholesome set of attitudes toward reading. As time goes on, these attitudes could play a significant role in the child's maladjustment within the classroom as he passes into the middle grades, junior high school, or even beyond. An evaluation of the child's readiness to read is, in reality, a preventive measure. In Mary's case, early identification of and dealing with the causal factors could be the ounce of prevention which would obviate the need for pounds of cure.

Guidance services should be utilized for identifying characteristics which involve the remediable aspects of the teacher-learner relationships. In the chapter on guidance and the curriculum it was pointed out that many data collected by guidance services have implications for the curriculum. Although the illustrations cited in that chapter were drawn from the secondary school, the point they make is equally valid at the elementary level. But, of more interest at this level, where the curriculum (at least the learning of the three R's) is more or less predetermined, is the contribution that guidance services can make to improvement of the teacher-learner relationship. It does this in four ways: (1) The teacher is helped to understand the child and thus is able to devise teaching approaches which have the greatest chance of success. (2) Services are provided for the child which help him to understand and accept his role in the school situation. (3) Parents are not only helped to understand their child, but are also aided in seeing how they can support the teacher-learner relationship. (4) The resources of the community are marshaled by the guidance program when a child presents problems which cannot be adequately handled by school personnel.

As the guidance program works in each of these four ways, it must

inevitably identify aspects of the teacher-learner situation which can be improved. The teacher should not look upon the identification of such aspects as criticism of his activities. But rather, he should see it for what it is worth—an opportunity to improve his relationship with a child. If it is discovered, for example, that a child feels rejected because of certain remarks and actions by a teacher which have been misinterpreted, the teacher should, rather than becoming defensive, seize upon the information and make constructive plans for saying and doing things which help the child overcome his feelings of rejection.

A corollary to identification of remediable aspects must be viewed in light of the school's mission in general and of guidance services specifically. There is a limit to how much the school can undertake. That it cannot be all things to all pupils is clearly recognized in the reservation of some activities by the home, the church, and other agencies in the community. Presumably, it would be possible to set up a superdiagnostic service which would look into the child's physical, moral, spiritual, emotional, and mental well-being. But this is not the task of the school guidance program. Its activities must be confined to the child's present adjustment, especially in the school, and to the development of adjustment patterns which he can employ with satisfaction in later years. In so far as all aspects of a child's life impinge upon these concerns of the guidance program, their identification and an understanding of their effect is legitimate business. But to go beyond this and attempt to correct faults or to supply lacks is not a task of the guidance program. This is not to say that a school does not have a responsibility to each school-age child in its community, regardless of his condition or development. It must know the agencies which provide services that the school cannot appropriately supply in order to refer children and parents for needed assistance.

THINKING IT THROUGH

One person, with several years' experience working out of the office of a county superintendent of schools as a school psychologist serving elementary schools, wrote: "I have come to feel that in the elementary school we need more school psychology and less counseling, and as the school program becomes more differentiated, more counseling and less school psychology. This is related to the fact that the children have more control over the environment as they get older and to the fact that they all need a home base, which is the teacher in elementary school. As they get more teachers in the secondary school their home base is the counselor."

Do you agree with this point of view? What differences between school psychologist and counselors does the writer imply?

Do you regard his view of guidance services as limited to academic adjustments?

STUDYING THE INDIVIDUAL

Because the guidance program is charged with the early detection of children's adjustment problems, it must place heavy emphasis upon studying individual children. In this process it makes use of standardized tests of mental ability and achievement. Some schools also employ standardized problem check lists or adjustment inventories. However, an adequate program of individual appraisal cannot be built from tests alone.

The central figure in the school's effort to understand the child is the teacher. His observations, if well made, are worth more than information obtained from any other source because they depict the child as he actually behaves. However, inaccurate or prejudiced observations are worse than useless because they misrepresent the child to an unknown degree. Hence, the guidance program is concerned with the teacher's ability to observe and report the behavior of pupils.

The Institute for Child Study at the University of Maryland has developed a variety of techniques for helping teachers improve their abilities to observe and describe child behavior. The institute centers its attention on the anecdotal record, which was described in Chapter 9. The elementary school is in a much better position than the secondary school to capitalize on the anecdotal methods because its teachers ordinarily teach fewer pupils and have them more hours per day. Teachers, therefore, are able to devote more attention to each pupil. Because of this fortunate position, the persons with responsibility for the guidance program should provide in-service education in observation in order that the advantage is fully exploited.

The elementary school is particularly fortunate in another respect, in that it can collect a wide variety of samples of the child's handwork. Specimens of handwriting, finger painting, drawings, compositions, book reports, and so forth can be analyzed for the clues they give about the child. Of course, the clues obtained from these sources must be verified by other data regarding the child's behavior.

Ordinarily, these "other data" should be found in the cumulative record. There are indications that most elementary schools have some type of cumulative record system.[11] It probably also is true that there are tremendous variations in the comprehensiveness of the records. Some are a scant collection of identifying information, marks, and attendance records. Others are as comprehensive as those illustrated in Chapter 9. Certainly, some variation in the contents of records is justifiable and expected as schools develop records to meet their specific needs. But no school can fulfill its guidance responsibilities if it does not have a rea-

sonably comprehensive cumulative record. So far as the authors know, there is no other means of collecting and preserving data which will reveal as clearly the pattern of the child's development.

The cumulative record should be readily available to teachers. Perhaps the prevalent plan of placing the child's cumulative record in a file in his classroom is the most efficient way of making it convenient for the teacher to consult it. It must be admitted, however, that for many reasons it is desirable to have all the records filed in a central office in the building. Where the record is located is a minor issue in comparison to the role of the teacher in keeping the record up to date and the use he makes of it. In so far as possible, clerical tasks associated with the maintenance of the record should be performed by clerical workers. Unfortunately, it is the unusual elementary school which has a clerical staff to maintain the cumulative record. Hence, it falls to the teacher to do it. Because some teachers view the record as just more required clerical work, their contributions to it are perfunctory. Those charged with responsibility for the guidance program can do much to overcome such attitudes if, through in-service education, they help teachers learn how to interpret data found in the cumulative record. As teachers acquire the ability to derive from accumulated data insights which help them in understanding and teaching pupils, they will sense the need for contributing to the record.

In addition to the usual marks, test scores, and attendance records, teachers should be encouraged to contribute anecdotes based on observations, reports of home visits or other parental conferences, summaries of interviews with the child, sociometric data, and specimens of the child's schoolwork.

In emphasizing the teacher's role in studying individual pupils, it should not be overlooked that others also benefit from the increased understanding of the child. Certainly, if the teachers and other staff members understand the child, they will be able to share their perceptions with his parents. The school has an unavoidable responsibility for helping parents understand their child in order that they can participate most effectively in his education.

In addition to the indirect benefit of having his teachers and parents understand him, the child should profit directly by gaining a better understanding of himself. He will probably obtain this benefit only if the service of studying the individual is complemented with counseling.

COUNSELING ELEMENTARY PUPILS

The counseling service in elementary schools deals with a variety of pupil problems. In one investigation it was found that for helping pupils with certain problems provisions were more extensive than for those

with other difficulties. The problem areas, listed in order of the extensiveness of provisions for dealing with them, are educational, social, personal, self-understanding, home-family, and occupational.[11] In this same study it was found that most elementary schools provide counseling interviews only as the need arises, rather than systematically scheduling them for all pupils. Further, while 65 per cent of the schools made some provision for counseling interviews, only 24 per cent provided play therapy. The findings from this study pose certain questions which will be discussed in subsequent paragraphs.

In Chapter 10 counseling was defined as a relationship in which the counselee was stimulated to evaluate himself and his opportunities, to make a feasible choice, to accept responsibility for his choice, and to initiate a course of action in harmony with his choice. In the previous discussion of counseling it was implied that the counselor and counselee had a means of communication, that is, they could talk to each other. It has been argued that at the elementary level the spoken word is not a satisfactory means for the child to reveal his feelings and problems. Hence, the use of play therapy has been recommended. "Play therapy is based upon the fact that play is the child's natural medium of self-expression. It is an opportunity which is given to the child to 'play out' his feelings and problems just as, in certain types of adult therapy, an individual 'talks out' his difficulties."[1] For certain pupils, play may be their only means of communicating their feelings and problems. For them, play therapy may be indicated. But for most pupils, oral communication is a satisfactory medium. This has been demonstrated by many elementary school guidance programs, typical of which is that of the Baltimore City Schools, Baltimore, Maryland, established in 1938. Under the plan established in that year, counselors in junior high schools spend one day each week working with the fifth- and sixth-grade pupils in one or two elementary schools which feed into the junior high school. "While serving the elementary school the counselor works in close relationship with the parents, teachers, and principal. . . . The bulk of the counselor's time, however, is spent interviewing the boys and girls who are in the second semester of the sixth grade and in visiting their homes."[13] The first counselor in Baltimore to devote full time to an elementary school was assigned in 1950. Since that time, there has been a steady increase in the number of elementary schools requesting counselors. The counselors in Baltimore place primary emphasis upon the individual and group interview as vehicles for counseling.

In counseling with elementary school children it should be remembered that, though their problems look simple and small when viewed from the adult perspective, they loom as difficult and large from the child's viewpoint. When an adult encounters a child with a problem, the

temptation is great to show him the solution rather than help him work through the problem to a solution. Nancy complains that "the other kids don't let me play." The temptation is to show Nancy how to behave on the playground so other children will like her. A better course is to help Nancy talk about and discover for herself the reason why she is shunned. When she understands and accepts these reasons, she has made tremendous progress toward a solution which she will be willing to implement. Because it grew out of her understanding and because she developed the solution, she does not have to resist it as an adult suggestion. Further, in arriving at a solution she has employed a process which can be used in other situations. In short, she has taken a step along the path toward maturity. She is nearer the goal of self-guidance.

One cannot help wondering about the situation behind the figures which indicate that most elementary schools provide counseling "as the need arises," rather than on some regularized schedule. Does the phrase "as the need arises" imply that counseling is confined to pupils whose adjustment is deviant enough to attract attention? If so, the situation is unfortunate. Or even worse, does it imply that all counseling is initiated only when the counselor sees the need? Such an implication would be contrary to the desirable situation of having counseling understood by the pupil and initiated by him when he felt the need for it. The need for a public relations program to interpret counseling to pupils is as great in the elementary school as it is in the secondary.

Earlier in this section it was pointed out that a study of elementary schools revealed that there was great variation in the provisions made for the several types of counseling problems presented by pupils. Provision is most commonly made for counseling pupils with educational problems. This is in line with expectations of a counseling program in an educational setting. The school, in order to meet the needs of various children, provides more opportunities for learning than any one child could or should utilize. The guidance program has an inescapable responsibility for helping the child select those learning experiences which he can use best. The elementary teacher's primary guidance role is in helping children make those decisions. Note that this view of the guidance program goes further than saying it is the work of specialized guidance personnel. It utilizes all staff members in accomplishing its objectives, but it employs them in roles for which they are qualified and have time available. It also differs from the view that the teacher is the guidance specialist. In addition to providing learning experiences he is expected to counsel with pupils as much as he can. And the fact that teachers do so is probably reflected in the frequency of provisions for counseling on educational problems in contrast to the other areas not so closely related to the classroom or to the counseling skills usually possessed by

teachers. It would be desirable if elementary teachers could function more adequately in the social, self-understanding, and occupational problem areas. These are areas in which the school could provide many appropriate learning experiences to complement counseling. To illustrate this point, the area for which least provision is made will be examined in the next section of this chapter.

THINKING IT THROUGH

Perhaps you are skeptical about the ability of children of elementary age to effectively participate in a counseling interview. If you are, then you may wish to try interviewing a few such children. After you have established a friendly relationship with them, ask such leading questions as these:

What do you want to be when you grow up? Why do you want to be that?

If you had three wishes, what would you wish? Ask the child to give the reasons for his wishes.

What can you do to make mother and father happy? What makes them angry?

The authors believe that such an interview will help you see the depth of children's perceptions and their ability to communicate their ideas and feelings.

OCCUPATIONAL PROBLEMS

Do guidance services in elementary schools have a role to play in the occupational adjustment of pupils? This question raises a controversial issue. Some writers ignore the occupational aspects when they describe elementary education. Others point out that occupational information is a curricular function, for example, providing field trips to post offices, fire stations, and department stores. Still others argue for inclusion of occupational information in the upper elementary grades as preparation for the selection of courses in high school or for the immediate use of those dropping out of school.

All these positions concerning occupational adjustment appear to lose sight of the way in which a person chooses his vocation. The typical choice is not made at a specific time, but rather is a process which takes place over a period of many years. At a very early age the child begins to distinguish one occupation from another. He also develops positive and negative attitudes toward them. He wants to be a fireman but doesn't want to be a gardener; he would like to be a garbage man but not a dentist. It must be acknowledged that many of his attitudes are based on erroneous or incomplete information. As the child grows, he

gradually eliminates other occupations from consideration. He probably does this by identifying with the occupation a requirement which he has rejected. He may, for example, reject the idea of being a mechanic because in such a job people get dirty and he has made up his mind that he doesn't want to get dirty. Essentially, the process seems to be one of assigning occupations to classes according to liked or disliked requirements. By the time he must actually make a choice in order to enter the world of work, he has narrowed down the field to one or two or a dozen occupations. With this view of occupational choice as a gradual process, it is clear that elementary school pupils are in fact making choices all along the way. Hence, whether elementary schools acknowledge it or not, they have a role in the occupational adjustment of pupils.

Each school must decide if it is to default on this role and rely on unplanned and incidental activities or if it will capitalize on the opportunity to provide meaningful learning and counseling experiences. If it chooses the latter course, it must coordinate the curricular and guidance activities. The task is one of helping children with the exploration of vocational choice within the limits of their readiness for the task. It is unlikely that the making of a specific occupational choice will be in the picture except for the few children who decide early in life what they want to be. For most children, the concern will be establishment of desirable occupational attitudes, an overview of the world of work, and possibly some evaluation of their aptitudes in relation to general fields of work. These tasks can be carried on through well-planned curricular activities. But these must be complemented by counseling. Those pupils whose attitudes and appraisals of their abilities or job demands are unrealistic may need specialized guidance services.

In conclusion, the authors wish to emphasize that occupational aspects of guidance services in elementary schools are recommended because they are needed. This recommendation is not a copy-cat one from the secondary school, where the program must be more intense because of the imminence of a vocational choice for many of the pupils. The elementary program with a concern for occupational generalities and attitudes is fundamental to, but different from, the secondary program.

SUMMARY

This chapter has argued for identification and planning of guidance activities in elementary schools. It was recognized that both the teacher and the guidance specialist have identifiable and complementary roles in the guidance program. There must be adequate administrative bases for the program, in addition to staff acceptance of the underlying assumptions. The program at the elementary level must grow out of the needs of

children at that level. Counseling built upon a systematic study of each pupil is the *sine qua non* of the guidance program.

SELECTED READINGS

Cottingham, H. F., *Guidance in Elementary Schools*, McKnight, 1956.

This book commends itself to persons who wish to explore the topic further.

What guidance role does Cottingham envisage for the teacher in the elementary school? for the counselor? for other specialists?

What similarities between elementary and secondary school guidance programs are noted? What differences?

Detjen, E. W., and M. F. Detjen, *Elementary School Guidance*, McGraw-Hill, 1952.

Two experienced educators prepared this volume as a practical guide for elementary teachers in handling children with problems. Read three or four of the chapters which deal with problems of most interest to you, and then see if you can answer the following questions.

What general principles underlie the author's suggestions for dealing with children's problems?

What dangers do you see in making recommendations about the teacher's role in helping children who seem to fit the stereotype of a particular kind of problem?

Willey, R. D., *Guidance in Elementary Education*, Harper, 1952.

This large volume contains much material relevant to aspects of the school in addition to the guidance program. It is a useful book for obtaining many insights into the elementary school and the children who attend it.

Compare Willey's concept of guidance as stated in Chapter 1 with that given in the present chapter of this text.

What are the six hazards to mental health in the school which are described in Chapter 5? Can you suggest ways in which the guidance program can lessen the effect of these hazards?

In Chapter 15 Willey discusses evaluation. How does his concept of evaluation differ from that present earlier in the book? Would his concept provide a basis for determining the effectiveness of a guidance program?

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